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USING COOPERATIVE LEARNING WITH CROSSCULTURAL STUDIES
TO TEACH ENGLISH IN THE PEOPLE'S REPUBLIC OF CHINA

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education

by
Shuping Wang
September 1997

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September 1997

Approved by:


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Sept. 9, 1997
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ABSTRACT

In the People's Republic of China, learning English as a Foreign Language has been a required component of the National Educational Curriculum for years. Since 1980 English as a Foreign Language has become an essential test subject in the National College Entrance Examination. This has resulted in a large number of students learning English as a Foreign Language in China. Nowadays, with the Open Gate Policy and the implementation of China's economic reform, the role of learning English as a Foreign Language has been increasing tremendously. More and more people are motivated to learn English in order to enhance interaction and communication with English-speaking countries in such fields as politics, economics, culture, and technology.

However, due to the specific criteria of the National College Entrance Examination, English as a Foreign Language has been taught traditionally in a competitive and individualistic classroom. This has impeded effective learning and communicative functioning in the target language.

This curriculum project is designed to demonstrate a role for cooperative learning and crosscultural studies in English teaching in the People's Republic of China. The goal of this project is to propose a facilitative learning setting to improve learners' target language learning and provide them with a deeper understanding of the target language culture.

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CHAPTER ONE

INTRODUCTION

Background of this Project

This curriculum project is designed to improve English as a Foreign Language (EFL) learning in the People's Republic of China by using cooperative crosscultural learning. It can be used in the curriculum of the course "Introduction to American Background" in colleges and universities for students who major in English Language and Culture and also for intermediate English fluency learners in post-secondary schools.

Educational Structure in China

The People's Republic of China is the third largest country in area in the world and also has the largest population. It has a long history of education and its ancient education system is regarded as having been one of the most advanced in the world.

The present educational structure has three levels. They are listed in Table 1.

The Significance of English as a Foreign Language in China

In 1986 the Chinese government legislated compulsory

Age	Name and Study Length of Each Level			Grade
	Post-Graduate (3 years) Ph.D.			
	Graduate (2-3 years) M.A. M.S.			
20-24 yrs old	Undergraduate (4-5 years) B.A. B.S.	Professional School of Higher Education (3 years) Diploma	Secondary Professional School (2 years) Diploma	
17-19 yrs old	High School (3 years)	Vocational High School (3 years)	Secondary Professional School (4 years)	Gr. 10-12
14-16 yrs old	Middle School (3 years)			Gr. 7-9
7-13 yrs old	Elementary School (6 years)			Gr. 1-6
6 yrs old	Kindergarten (1 year)			K
3-5 yrs old	Preschool (3 years)			

Table 1. China's Educational Structure

education. By 1993, 97.7 percent of school age children had access to elementary education and 81.8 percent of all elementary school graduates went on to study in secondary schools. Higher education also enjoyed new advances. Out of every 100,000 citizens, 380 receive a college education at more than 2,000 colleges and universities. Adult education, vocational training and ethnic minorities' schooling are also advancing. The advancement of education in China has brought a large enrollment of students in schools at all levels.

In 1977 the National College Entrance Examination was reestablished after its abolition for 10 years during the Cultural Revolution. Since 1980 English has become an essential subject that is tested in the National College Entrance Examination, holding a top position among the other ten tested subjects.

In February 1993 the state proposed a series of educational reforms and development, with the orientation, "We must gear education to the needs of modernization, the world and the future." With modernization as the goal of education and the rapid development of the economy under the

Open Gate Policy, EFL is seen as a most important tool used in communicating with western developed countries and adopting advanced scientific and technical knowledge. More and more people are learning English motivated by the desire to enhance interaction and communication with English-speaking countries in politics, economics, culture and other fields.

English as a Foreign Language Learning in junior high and senior high schools. The goal of EFL in secondary schools is preparing students to score well on the National College Entrance Examination. Most colleges and universities in China belong to the State Education Commission, and the government provides financial support to them. Students who pass the National College Entrance Examination need not pay their tuition or only pay a small portion of it. The government offers fellowships to the students who have showed academic competence or gives financial aid to students who are from the countryside and who have economic hardships. Upon their graduation all the students who have gone through their program are guaranteed a job by the government.

These privileges make most of the parents regard passing the National College Entrance Examination as the only way for their children to receive higher education and become white collar workers who can advance into the highest ranks of society. The whole society thinks highly of students who can achieve high scores in the National College Entrance Examination. The passing rate of the students in a class is regarded as the criteria for the reward and promotion of their teachers.

Given this situation, EFL teachers place their instructional emphasis on vocabulary, grammar, reading comprehension and testing skills in order to meet the requirements of the examination. Listening and speaking abilities in English are not intentionally emphasized and are used only as tools of memorizing the words and the text. So English teachers use a combination of audio-lingual and grammar-translation methods to give instruction and help the students learn. Learning at this level is achieved through motivation and hard effort instead of by means of efficient instruction and pleasant learning.

English as a Foreign Language in secondary vocational schools. Because English is not a required course in vocational high schools and secondary technical schools, it becomes a requirement only for secondary specialized schools.

Students matriculated into secondary specialized schools must pass the Provincial Secondary School Entrance Examination. Some key schools which have good professional programs, better school facilities and more qualified teaching faculties require an even higher score than the key senior high schools. Students at this level receive vocational education based on their specialties and will be assigned professional and technical jobs after their graduation. Thus the school curriculum is designed for meeting the needs of students' future occupations. English learning at this level aims at reading and translation abilities which may enable them to read English-language manuals and scientific and technical journal articles, which are most likely written in English. In fact, the chance for students to apply their English knowledge to their future career is minimal, so they lack motivation. Teachers in

secondary specialized schools have to use grammar-translation methods to enhance students' reading and translation abilities as well as to promote students' interest. Students who learn English at this level are less motivated and the learning does not achieve satisfactory outcomes.

English as a Foreign Language in colleges and universities. English enjoys a higher status in colleges and universities because all the students have to pass a newly instituted National College English Proficiency Level Test. They can then obtain a certificate to show their English proficiency level according to their performance on the test. This enables them to find a good job in the more and more competitive Intelligent Exchange Market; in addition, the English test for the Graduate Admission Examination can be waived. Moreover, an English Proficiency Test of Professional Promotion is given to all college graduates who apply for a promotion in their professional career after finishing five and ten years working after their graduation.

The reasons listed above have aroused great attention

of both students and teachers in colleges and universities. English is instructed in classes of different levels: advanced, intermediate and low, according to students' performance in the initial College English Placement Test upon students' entrance. Instructors use grammar-translation methods and give intensive training in listening comprehension to meet the needs for the National College English Proficiency Level Test. Teaching and learning English at this level is comparatively highly motivated. However, due to improper instruction methods and ineffective learning methods, students regard English as a Foreign Language as a tedious burden.

Problems of English as a Foreign Language Instruction in China

Although there are varying learning objectives and contexts of English instruction in the P.R.C., they all reflect the vital role English has played in China's modern education. However, they have also reflected the problems that exist in current English instruction in China. These problems are discussed in the following sections.

Highly competitive and individualized learning in a classroom of intense anxiety. It can be seen from the present teaching situation that current English teaching has been steered towards the ultimate goal of passing the competitive exams. Thus English is learned in a classroom full of challenge and competition with a heavy load of vocabulary memorizing, grammar exercises and drill practice.

Students learn English all by themselves after receiving teachers' instruction because they have to compete with each other and they believe, "I win, you lose. You win, I lose." This makes learning an individualized and highly competitive matter.

This makes the classroom full of intense anxiety and every learner wants to "win" and beat the others. In such setting, learning is hard to acquire because stress can only impede rather than accelerate learning.

Lack of communicative competence and social skills. Most English language learners who have learned English for six years after middle school instruction or even ten years after they graduate from colleges or universities still cannot use the target language to communicate with others.

It is very difficult for them to express themselves verbally or in writing.

Moreover, many students often cannot use the target language to interact with others because they do not have this experience in the classroom where the English instruction is carried out in a lecture-style setting. Thus learners lack the opportunity to work with others during their language learning process.

Thus students lack the communicative competence and social skills needed in both the native and the target language. This needs to be improved because school is a place to prepare learners for the communicative competence and social skills that are undoubtedly the foundation for their future success.

Ignorance of learners' learning styles, language levels and other needs. Most English as a Foreign Language teachers use only grammar-translation or/and audio-lingual methods to teach as if there were only one learning style; and they assume that all the learners are at the same language level if they are studying in the same class or grade. They have ignored the fact that all the individuals

are different and learners may have different learning styles. Learners may be intelligent in varying aspects. The traditional belief that only linguistically intelligent and mathematically intelligent students are smart is out of date now.

Such pedagogy has impeded students' effective learning of the target language because the learners' individual sensitivities and needs are ignored.

Thus, it is ineffective for English teachers to teach in one single manner while assuming this will fit all the learners and all the classroom settings. This has resulted in many learners' failure to learn English; and they regard it the most difficult subject in school, and ultimately give it up.

Limited target culture exposure in textbooks and superficial understanding of the target culture. English language learners in China have very limited exposure to the target culture in their textbooks and they are likely to have superficial understanding of the target culture.

English textbooks in the P.R.C. are well-designed for improving students' linguistic development. However, they

may contain very little of information about English-speaking countries, and the content is mainly subject-centered. So students cannot get enough target culture exposure from their textbooks.

In addition, the People's Republic of China is a developing country. Although it is carrying out economic reforms and is developing rapidly, it is still impossible for most people to travel abroad. So most English as a Foreign Language learners cannot get the opportunity to be exposed to the target culture. They can only get limited information on the target culture through history class, movie and newspaper in their native language. And this may bring misunderstanding towards the target culture because of the language barriers.

Thus English as a Foreign Language learners in China have a superficial understanding of the target culture due to limited culture exposure both in their language class and society. This has made students lose interest and motivation to study English.

Goal of this Project

This curriculum project is designed to address the

problems stated above and improve English as a Foreign Language learning in the People's Republic of China by using cooperative, crosscultural learning. It can be used in the curriculum of English as a Foreign Language course in post-secondary schools and colleges for intermediate English fluency learners.

This project provides a curriculum model for English as a Foreign Language instruction. It offers research-based justification for the use of cooperative crosscultural learning to facilitate students' language learning and help them obtain communicative competency in the target language. As such, it is hoped that secondary and post-secondary teachers will have access to the curriculum model and it will furnish a stimulus for change.

In an era when English is regarded as an international language and the communication tool, successful achievements in learning English will greatly contribute to the national development of People's Republic of China. A nation which has language access to the advanced outside world can accelerate its progress toward modernization.

CHAPTER TWO

REVIEW OF THE LITERATURE

To begin this literature review, it is helpful to understand the concepts of native language, target language second language and foreign language so as to better understand the second language acquisition theory. Gass and Selinker (1994, p.4-5) defined these terms as the following:

Native Language is referred to the first language a child learns.

Target Language is the language being learned.

Foreign Language is a nonnative language being learned in the environment of learners' native language (e.g, Chinese speakers learning English in China). The learning of foreign language is commonly within a classroom situation.

Second Language is referred to as any language learned after learning the first language, no matter whether it is the second, third, fourth, or fifth language. It includes both the acquisition of a second language in a classroom setting and in more "natural" exposure situations. It differs from foreign language learning in that learning in a

second language environment happens with much access to target language speakers, whereas learning in foreign language usually does not.

Second Language Acquisition is referred to the learning of another language after the native language has been learned.

Whenever the term "second language acquisition" occurs in this project, it refers to the learning or acquisition of another language (including foreign language) in addition to the learners' native language.

To better understand second language acquisition theory, one must survey recent theoretical contributions to compare and contrast current views.

According to Krashen (1981), five hypotheses comprise the Monitor theory of second language acquisition. They are as follows: (1) the Acquisition-Learning Hypothesis; (2) the Natural Order Hypothesis; (3) the Monitor Hypothesis; (4) the Comprehensible Input Hypothesis; and (5) the Affective Filter Hypothesis.

In the following section the author will examine the Affective Filter Hypothesis and its perceived effects in

affecting learners' acquiring a second language.

Increasing Affective Learning

In Krashen's opinion (1981), the second language input can not be acquired by the learner unless it is comprehensible. However, there is a "mental block," which is called the affective filter, that plays an important role in the learner's process of acquiring the comprehensible input. When the learner is unmotivated lacking in self-confidence or anxious, or when he is on the defensive (Stevick, 1976), when he or she regards the foreign language classroom as a place where others will discover his or her weakness, the affective filter would go up. At this point the learner may be aware of the content of a text, but the input can not reach the Language Acquisition Device -- LAD. Thus the input is incomprehensible to the learner. However, when learners do not worry about the possible failure in foreign language acquisition or when they believe in their own learning ability, the mental block is down so the LAD can acquire this comprehensible input. Curran (1976) also asserts that if the affective filter becomes protectively high, a learner will "limit or turn off the affective

channels", which are necessary to whole-person learning and internalizing deeply and correctly a second language.

According to Scovel (1978), affective factors can be defined as factors dealing with feelings, the emotions of pleasure and displeasure, those which concern the reactions and motivations of the learner's undertaking of a task like second language acquisition. These factors signal the arousal of the limbic system and its direct intervention in the task of learning. They can play an important role in second language learners' learning process.

According to Krashen, there are three affective variables which are influential in the Affective Filter. They are the following: anxiety levels, motivation and self-confidence. Among them, anxiety, especially the anxiety towards a foreign language, has been identified in learning tasks by many researchers.

Horwitz, Horwitz and Cope (1986) found that many people have regarded language learning as extremely stressful. They usually claim that there is a "mental block" against learning a foreign language, even though these same people may be good learners in other situations where they are

highly motivated, and have a sincere liking for speaker of the target language and culture.

Under this situation, the mental block -- the Affective Filter -- is up, so foreign language acquisition is impossible; or, at least, anxiety prevents the learners from attaining their desired aims. So it is necessary for people to recognize the great importance of language anxiety in the process of foreign language learning.

Many research studies have been done on language anxiety on foreign language learners. Most of them are empirical research in the form of correlation studies.

In 1976, Gardner, Smythe, Clement and Fliksmanm conducted a research on the components of integrative motive. One of the components is French Classroom Anxiety. In this survey study, data about learners' anxiety were collected from nearly 1,000 student' self-reports. Then this was correlated with language achievement. The conclusion drawn from this study is that there is a negative correlation between French Classroom Anxiety and the learner' oral speech skills (Bailey, 1995). This study showed that language anxiety has a debilitating impact on

foreign language learners.

Saito and Samimy (1996) did correlative research on foreign language anxiety and learners' performance in Japanese as a foreign language by comparing questionnaire data, which included the students' perspectives on studying Japanese, with students' final course grades. The research showed that if the students were more anxious, they were less likely to engage in new linguistic tasks no matter what language proficiency levels they were at. The results of this study corroborate earlier anxiety studies in finding that foreign language anxiety can have a negative impact on learners' performance.

Other researchers, Tucker, Hamayan and Genesee (1976), found that there is a negative correlation between anxiety and foreign language learners' performance. It is possible that language anxiety has a debilitating impact on the learners at all levels.

Chastain conducted a larger study in 1975 and discovered a negative correlation between anxiety and test scores of students studying French as a foreign language who were taught by the audio-lingual method.

Based on these important research findings on foreign language anxiety, Saito and Samimy (1996) advocate that a psychologically safe environment is necessary for learners to feel secure while taking new linguistic risks. Consequently, some TESOL theorists have suggested several teaching methods to minimize debilitating foreign language anxiety.

Total Physical Response (TPR) is an approach that is based on the model of how children learn their first language (Asher, 1982). In the TPR approach, instructors give commands while modeling actions. This concrete, hands-on methodology is related to early stages of second language learning and is recommended by Krashen and Terrell (1983) for promoting comprehension input in a low anxiety environment.

The Natural Approach is recommended by Krashen and Terrell (1983). Enough comprehensible input would be provided before the beginning-level learner is asked to produce output. Krashen and Terrell believe that listening comprehension is the most important ability for beginners and speaking is the second important factor in the early

stages. The natural approach can give learners enough input and reduce the language anxiety in oral speech.

Oxford (1990) advocates indirect methods such as affective strategies to facilitate language learning. By applying affective strategies, instructors can help learners encourage themselves and put into perspective their feelings towards competitiveness, so as to remove learning blocks and alleviate anxiety.

Diaz-Rico and Weed (1995) suggest using cooperative learning to minimize language anxiety and lower the Affective Filter in order to facilitate target language learning. The author believes that effective ways of alleviating debilitating foreign language anxiety will be beneficial for learners in language learning. It is recommended using cooperative learning to help English as a Foreign Language learners in China to develop their target language competency.

The following section is the examination of cooperative learning theory and its application in a branch of language learning -- second language acquisition.

Cooperative Learning

Definition of Cooperative Learning

Research on cooperative learning has examined the resulting effects brought by cooperation in educational setting. The extensive studies have generated many definitions for cooperative learning.

Olsen and Kagan (1992) define cooperative learning as a group learning activity which is organized to assure that learning happens through the information exchange among students in groups. Learners within each group are responsible for their own learning and are also accountable for other group members' learning.

McDonell (1992) claims that the suitable setting for learning to occur is "collaborative, cooperative, natural, authentic, useful, anxiety free, nonjudgmental, and meaningful to the learner" (p. 57). Cooperative learning provides second language learners such a climate.

Kessler (1992, v) defines cooperative learning in language learning contexts as "a within-class grouping of students, usually of differing levels of second language proficiency, who learn to work together on specific tasks or

projects in such a way that all students in the group benefit from the interactive experience."

Apart from learners' language proficiency level, the varying factors in a cooperative group can be learners' different personalities, learning styles, academic achievement levels, etc. (Kessler, 1992).

By making use of the heterogeneity in particular ways, the group members can develop target language competency collaboratively as well as social competence, which may also help furthering their second language acquisition. They can also learn how to hold responsibility for their own learning and for other group members' and whole team's learning. The activities in cooperative learning make learners positively interdependent on each other and establish a learners' community consisted of members willing to share group task for a common goal (Kessler, 1992).

History of Cooperative Learning

Cooperative learning has a comprehensive history (Olsen & Kagan, 1992). It originated in the first century proposed by the Roman educator Quintilian (35-95 A.D.). He proposed that public education should provide the opportunity for

competition, friendships, and learning from the success and failures of other learners (Webb, Metha & Jordan, 1996, Olsen & Kagan, 1992). Cooperative learning can be traced back to this proposal in the way that it gives learners the chance to learn from each other, appreciate friendship and work together to succeed.

In the late eighteenth century, Joseph Lancaster and Andrew Bell established schools with cooperative learning in England. In 1806 in New York City, a Lancastrian school was set up with the "common school movement," which emphasized cooperative operations (Olsen & Kagan, 1992). Friedrich Friable (1782-1852) regarded the classroom as a miniature of society, where learners learned how to cooperate with others socially (Webb, et al, 1996).

Cooperative learning is connected with Colonel Francis Parker, superintendent of public schools in Quincy, Massachusetts, 1875-80, and with John Dewey, a professor of philosophy and pedagogy at the University of Chicago, whose educational philosophy reflected his belief in cooperative learning, and it had rules over American education through the turn of the century (Webb, et al, 1996; Dewey, 1957, as

cited in Olsen & Kagan, 1992).

In the 1960s, cooperative learning began to arouse educators' attention again in the United States due to the concern for minority students in the integrated classroom. Recently, language teachers have examined cooperative learning and utilized it in their instruction and classroom management (Olsen & Kagan, 1992). Nowadays, more and more researchers have focused on cooperative learning and its impact on second language learners' cognitive and academic achievement, social and personal development, and language learning.

Key Elements of Cooperative Learning

There are several critical features of cooperative learning which distinguish this instructional and learning technique from other forms of teaching at secondary school and college level (Cooper, Prescott, Cook, Smith & Mueck, 1990). They are the following: (1) positive interdependence; (2) accountability; (3) team formation/appropriate rationale for grouping; (4) structured student interaction; (5) teacher as facilitator; (6) attention to social skills.

Besides these generally agreed upon important elements, the size of groups, team building, process/product, awareness/mastery, grading systems, etc. are also distinctively different from other teaching styles (Olsen & Kagan, 1992).

Below are brief descriptions of each of the six key elements in cooperative learning.

Positive interdependence. In traditional English as a Foreign Language classrooms in secondary schools in the People's Republic of China, students are negatively interdependent under competitive situations working towards the goal of passing the National College Entrance Examination. In college level English classes learners work on individual exercises or projects, which only fosters noninterdependence among students because the instruction is individualized. Both negative interdependence and noninterdependence are not beneficial for students' effective learning and full growth.

However, in cooperative learning, there exists positive interdependence because when one student achieves gains, other group members achieve too (Olsen & Kagan, 1992). In

order to achieve positive interdependence, teachers should "make it clear to students that each student is responsible to himself and to his team and that each student has an obligation to learn the material and to try to ensure that all teammates learn it, too." (Cooper, et al, 1990, p.7)

There are two ways to structure positive interdependence in cooperative learning groups (Olsen & Kagan, 1992); see Table 2.

Accountability. Research studies have found that both individual and group accountability is crucial for achievement in cooperative learning. Most scholars (c.f., Slavin, 1990) regard accountability as a defining characteristic of cooperative learning (Olsen and Kagan, 1992).

Cooper et al (1990) assert that students seem to be "most motivated to learn cooperatively when they are assured that their test and course grades will remain a true reflection of their individual effort" (p.8). Thus most evaluation should be done individually while the practice session is cooperative. Criterion grading works better than non-referenced grading.

Slavin (1990) investigated cooperative learning at the precollegiate level and found that in order to achieve gains in achievement, teachers must give explicit directions in order to ensure individual accountability and positive interdependence.

Team formation. Team formation refers to appropriate rationale for grouping in cooperative learning (Cooper et al., 1990). Cooper et al. point out that most of cooperative learning's benefits "were based on groups that were heterogeneous in ability and ethnicity" (p. 8). This grouping has reflected the importance of varied ability in team formation. However, some instructional contents may require groups to be formed on same interests or preferences, different personality types, or "a balance of specific skills" (Cooper et al., 1990, p. 8) -- which can be interpreted as different learning styles in English as a Foreign Language setting since multiple intelligences may bring a balance of varied abilities in learning English; and learners can benefit from each other by contributing to the group their own kind of intelligence (See the section of Multiple Intelligences for reference in grouping).

Outcome Structured	<u>Goal Structured</u> : Students work on a single team product, such as an essay, presentation, etc. to the whole class.
	<u>Reward Structured</u> : Teacher creates a team score averaged from individual scores, etc.
Means Structured	<u>Role Structured</u> : Teacher assigns different roles to each group member to ensure specific responsibility.
	<u>Materials Structured</u> : Teacher limit resources and design shared information or special activity sheets among group members.
	<u>Rule Structured</u> : Teacher sets a rule that a group can not progress to a new learning project until all students have completed the assignment.

Table 2. Ways of Structuring Positive Interdependence in Cooperative Learning (Adapted from Olsen & Kagan, 1992)

Olsen and Kagan (1992, p. 11) suggest four kinds of formal team formation in cooperative language learning. They are as follows: (1) heterogeneous: teams grouped by varying factors along achievement level, gender, linguistic dimensions, etc.; (2) random: teams grouped by distributing tokens, such as colored paper, shapes, or playing cards;

(3) interest: teams grouped on students' characteristics and same enthusiasm; (4) homogeneous and heterogenous language ability: teams grouped homogeneously by language while heterogeneous on other dimensions such as learning styles, personality, gender, etc.

Cooperative learning can be comprised of both temporarily grouped projects and longer term groups. However, Cooper et al. (1990) state that longer-term grouping makes team members more emotionally bonded.

Structured student interaction. In order to achieve successful outcomes from cooperative learning, the teacher needs to design and structure practice activities which can bring such desirable outcomes as a focus closely aligned with desired learning outcomes for the course; maximum student involvement and participation; and opportunity for teacher supervision and feedback (Cooper, et al., 1990, p. 9).

Cooper et al. (1990) advocates that practice activities in cooperative learning should be "highly structured with clear directions and procedures" (p. 9) in order to become successful. They found that even graduate students felt

that clearly stated procedures were very helpful. Thus clear and explicit instruction in structuring student interaction is very essential in cooperative learning.

For an example, *Numbered Heads Together* and *Three-Step Interview* are two of the many structures which can be used in cooperative learning. For further reading see Olsen and Kagan's (1992) *About Cooperative Learning*.

Teacher as facilitator. In cooperative learning the teacher steps aside to let learners assume a more meaningful role (McDonell, 1992). The teacher-facilitator is ready "to intervene and to offer help in the problem-solving process. They support and encourage the learners' desire to learn." (McDonell, 1992, p. 169)

According to Cohen (1986), teachers in cooperative learning setting give feedback, give the group questions to encourage thinking and group problem solving, extend activities, manage conflict, observe students, and supply resources. Learners are in control of the learning task instead of the teacher.

Besides the role of a facilitator, the teacher in cooperative learning also functions as an inquirer, a

creator, an observer and a change agent (McDonell, 1992).

On the whole, the teacher is the key who makes the difference and touches the life of a student. The teacher accomplishes this task by facilitating students' learning to help them achieve gains in cooperative learning.

Attention to social skills. Social skills are required for performing a group task, and they can be developed via cooperative learning process. Olsen and Kagan (1992) categorize social skills into two types: task-related social skills and group-related social skills. The former refers to skills that students need to interact with each other so as to achieve activities of task objectives. The latter include skills that students need to interact as teammates.

Cooperative Learning on Second Language Learners' Cognitive and Academic achievement

Webb, et al. (1996) contend that the next millennium demands students' abilities to process complex system information, think abstractly and holistically, and the most important ability is to be creative. Generally speaking, developing students' advanced cognitive skill will be an essential assent of education.

Task-Related Social Skills	Group-Related Social Skills
Asking for clarification Asking for explanations Checking understanding of others Elaborating ideas of others Explaining ideas or concepts Giving information or explanations Paraphrasing and summarizing Receiving explanations Requesting clarification	Acknowledging others' contributions Appreciating others' contributions Asking others to contribute Praising others Recognizing others Verifying consensus Keeping the group on task Keeping conversation quiet and calm Mediating disagreements or discrepancies

Table 3. Skills Required during Cooperative Learning
(Adapted from Olsen and Kagan, 1992, p. 13)

Dede (1990) and Muller (1993) suggest that school curriculum be developed on the basis of promoting students' creativity, flexibility, decision making, complicated pattern recognition, information syntheses and evaluation, and holistic thinking, so as to help students achieve higher order cognitive skills.

A meta-analysis of 122 studies conducted in 1981 by Johnson, Maruyama, Johnson, Nelson and Skon related to achievement in cooperative learning showed that cooperative learning develops "higher achievement than competitive or individualistic learning across all age level, subject

areas, and all tasks except perhaps rote and decoding kinds of tasks." (Olsen & Kagan, 1992, p. 4)

In 1983 Slavin examined forty-six controlled research studies over an extended time in regular elementary and secondary schools and reported that 63 percent of them had shown better outcomes for cooperative learning.

According to McDonell (1992), second language learners can achieve academic and cognitive development because cooperative learning provides them the following chances in learning. Through cooperative learning, they can develop an array of skills (see Table 4).

Cooperative Learning on Second Language Learners' Personal and Social Development

According to Webb et al. (1996), excluding academic basic skills, there are five types of new skills which are required of today's students. These skills are as follows:

(1) adaptability skills: learning to learn, creative thinking and problem solving; (2) self-management skills: personal considerations which include goal-setting, motivation, self-esteem, employability, and career development; (3) social skills: interpersonal relations,

negotiation, and team work; (4) communicative skills:

Benefiting from cooperative learning, students can
• Generate more ideas and be exposed to different views
• Develop tolerance for ambiguity
• Experience incidental and planned opportunities that use language as a tool for learning
• Learn from and teach one another in a supportive environment
• Ask their own questions so that they own their learning and have better retention
• Make use of exploratory talk; offer possible suggestions and tentative ideas
• Realize that their talk helps them to understand better
• Gain confidence while learning as a result of peer support and encouragement
• Acquire higher-level thinking skills (for example, to speculate, hypothesize, and generalize) because of the potential for <i>what if</i> questions to occur
• Develop short- and long-term recall of information
• Experience genuine intellectual inquiry that cultivates moral and intellectual autonomy
• Value their thinking and experiences during the learning process
• Become more responsible for their own learning and the learning of others
• See how others learn and how they themselves learn
• Have shared experiences that become the basis for learning
• Present what they know and reflect on how they learned it (i.e., develop metacognitive knowledge)
• Build on what they know already with increased motivation in order to get more information that makes use of critical thinking skills
• Develop problem-solving strategies
• Attain better academic achievement
• Learn in a context compatible to their culture
• Develop empathetic perspectives as a result of working together
• Learn how to work together (i.e., acquire social skills)
• Develop a liking for self and others

Table 4. Academic and Cognitive Skills Promoted in Cooperative Language Learning (Adapted from McDonell, 1992, p. 59)

listening and oral communication; and (5) influencing skills: organizational effectiveness and leadership.

Cooperative learning can give learners appropriate practice and suitable setting in developing these skills. Johnson and Johnson's research (1975, cited in Lindberg, 1993) has shown that students can develop higher communicative competencies and proper social behavioral skills such as sharing, empathy and willingness to help (1995, cited in Lindberg). Other studies also found improvement in learners' social development and prosocial behaviors, including increased liking for group members, increased intellectual competence, and increased liking for class.

Cooperative Learning on Second Language Learners' Language Learning Development

Olsen and Kagan (1992) claim that cooperative learning provides "more opportunities for language development and for integrating language with content through increased active communication (active use of language both comprehending and producing), increased complexity of

communication, and use of language for academic and social functions" (p. 5).

Cooperative learning can facilitate language learning because it promotes increased active communication, increased complexity of communication, increased comprehension and social language function development (Olsen & Kagan, 1992).

McDonell (1992) points out that second language learners become more proficient in target language as a result from cooperative learning since they are offered many opportunities in group work (McDonell, 1992, pp. 60-61; see Table 5).

The Moravian bishop Jan Amos Comenius advocated that education should allow learners "to observe for themselves and experience by doing." He believed that learners can "best learn to write by writing, to talk by talking, to sing by singing, and to reason by reasoning" (cited in Webb, et al, 1996). This corresponds with the notion that learning is acquired by process. Cooperative learning is the best way for English as a Foreign Language learners to listen, speak, read, and write in the target language because during

cooperative learning, students learn from peer interactions and the process of accomplishing their group tasks.

The studies examined above have shown that second language learners who learn within a cooperative classroom setting will be well prepared for the future's challenge because they will be "better able to communicate, collaborate, negotiate, problem solve, and think critically" (McDonell, 1992, p.62).

Understanding Learners' Diversity

The famous Roman educator Quintilian (35-95 A.D.) emphasized the significance of individual learners' differences in teachers' designing the curriculum. He demanded that a teacher to find out a student's ability and personal nature at the very beginning of the instruction. After having observed these indications, the teacher could figure out how he or she could manipulate the student's mind. This is the proper way of producing a suitable curriculum for the learner (Webb, et al., 1996).

Nowadays the focus of education has shifted from teaching to learning. Anne Jolly, Teacher of the Year in Alabama, has defined what a teacher is -- " a caring

instructor who finds value in each child" (Webb, et al.,

Second language learners gain the following through cooperative learning. They can

- Have more comprehensible input through peer interactions
- Have better listening skills as a result of responding and acting on what has been said
- Receive immediate response to their participation
- Build on the talk of others through elaboration and/or restatement
- Have longer conversational turns than in the whole-class teaching situation
- Consult with each other to seek opinions and information
- Initiate their own questions, articulate their needs and interests
- Become aware of audience, purpose, and social context
- Exchange information about ideas, feelings, and needs
- Have access to a more varied and complex use of language
- Focus with conversational partners on meaning and what is appropriate, rather than on accuracy
- Have continual comprehension checks and clarification requests
- Relate new information about language to existing information
- Experience individually appropriate language with extralinguistic support (e.g., facial expression, diagrams) to aid understanding
- Make use of their own natural learning power in a positive and accepting environment

Table 5. Linguistic Skills Promoted in Cooperative Language Learning (Adapted from McDonell, 1992, pp. 60-61)

1996). Understanding learners from the teachers' perspective has become a very important issue. This brings an urgent need for teachers to recognize and understand the different learning styles and personalities of learners as a teacher.

Multiple Intelligences

In 1994 Howard Gardner led a group of psychologists to research on people's learning styles -- the ways by which people learn. He questioned the bias held by many educators, which only values intelligences in two fields: linguistic ability and logical/mathematical ability. He advocates that educators should be aware of five additional learners' intelligences. In his research findings, intelligences (Fitch, 1995, p.25) can be manifested in seven styles, which he named as "Seven Multiple Intelligences" or "Seven Smarts."

These intelligences are as follows: (1) linguistic intelligence: sensitivity to words -- their sounds, meanings, rhythms; (2) logical/mathematical intelligence: sensitivity to and ability to generate logical and numerical patterns and long chains of reasoning; (3) visual/spatial intelligence: ability to perceive the visual/spatial world

accurately and perform transformations on one's perceptions;

(4) musical intelligence: ability to produce and appreciate rhythm, pitch, timbre and the forms of musical expression;

(5) bodily/kinesthetic intelligence: ability to use the body to solve problems or fashion products; (6) interpersonal: ability to discern and respond appropriately to the moods, temperaments, motivations, desires of other people; (7) intrapersonal: ability to achieve self-knowledge.

According to Burke, Diaz-Rico and Young (1996), some researchers believe that there is an eighth intelligence -- Natural Intelligence. People who possess this kind of intelligence cherish a love of nature. They enjoy the outdoors and animals, and their temperament is suited to commune with the universe.

A general description for each of Gardner's "Multiple Intelligences" is provided in the following pages.

The Linguistic Intelligence. Burke et al. (1996) describes linguistic intelligent learners as those who enjoy words, reading and writing. This includes activities such as keeping a diary or journal, and creative writing. They are persuasive when using words to convince others. They love puns and telling jokes, as well as playing word games.

They have a good memory for words, whether they are from reading or listening.

According to the faculty of the New City School (1994, p.96), learners who have a dominant nature of linguistic intelligence possess the following characteristics: (1) appreciate the subtleties of grammar and meaning; (2) spell easily; (3) enjoy word games; (4) understand puns, jokes and riddles; (5) have developed auditory skills; (6) can use descriptive language; (7) memorize easily; (8) are good story tellers; (9) enjoy the sounds and rhythms of language.

The Logical/Mathematical Intelligence. Burke et al (1996) describes logical/mathematical intelligent learners as those who like abstract thinking and seeing the "big picture." They like playing games of strategy like chess, Strategy or Risk. They solve puzzles, number sequences, and codes for fun. Abstract symbols and formulas are easy languages for them. They like to use graphic organizers to think, or any other means by which they can see patterns.

According to the faculty of the New City School (1994, p. 126), learners who have a dominant nature of logical/mathematical intelligence possess the following characteristics: (1) notice and use numbers, shapes and

patterns; (2) are able to move from the concrete to the abstract easily; (3) enjoy computer games and puzzles; 4). Think conceptually; (5) explore patterns and relationships; (6) organize thoughts; (8) have systematic approach during problem solving.

The Visual/Spatial Intelligence. Burke et al (1996) describes visual/spatial intelligent learners as those who have an active imagination and like to see designs, whether in one or two dimensions. They enjoy creating products using design and layout skills. They can easily form mental pictures when they plan. They are sensitive to balance and composition in art. Colors and visual textures give them pleasure.

According to the faculty of the New City School (1994, p.190), learners who have a dominant nature of visual/spatial intelligence possess the following characteristics: (1) enjoy maps and charts; (2) like to draw, build, design, and create things; (3) think in three-dimensional terms; (4) love videos and photos; (5). Enjoy color and design; (6) enjoy pattern and geometry in math; (7). like to draw and doodle.

The Musical Intelligence. Burke et al (1996) describes

musical intelligent learners as those who regard music as a language. They tune in to environmental sounds, vocalizations, musical compositions and rhythmic patterns. Instruments, whether percussion, brass, reed, or string, are their friends. They gather meaning from music, whether listening or composing. Music relaxes and inspires them. They can "hear" harmony and melodies in their mind.

According to the faculty of the New City School (1994, p.162), learners who have a dominant nature of musical intelligence possess the following characteristics: (1) remember melodies; (2) enjoy listening; (3) keep beats; (4) make up their own songs; (5) notice background and environmental sounds; (6). differentiate patterns in sounds; (7) are sensitive to melody and tone; (8) move body when music is playing.

The Bodily/Kinesthetic Intelligence. Burke et al (1996) describes bodily/kinesthetic intelligent learners as those who love activities such as dancing, biking, swimming or skating. They imitate others' actions easily, and are skillful in using their body in dramatic or artistic expression. Their fine motor coordination is good, and they enjoy working with their hands, They gesture often when

speaking and can easily read the body language of others.

They like sports and games in which they can "get physical."

According to the faculty of the New City School (1994, p. 72), learners who have a dominant nature of bodily/kinesthetic intelligence possess the following characteristics: (1) coordinated; (2) agile; (3) good body control; (4) take in information through bodily sensations; (5) hands-on learners; (6) fine motor and/or gross motor skills; (7) a tinkerer, performer; (8) demonstrated skill in crafts; (9) use body language.

The Interpersonal Intelligence. Burke et al (1996) describes interpersonal intelligent learners as those who enjoy person-to-person communication. Working collaboratively in group projects is preferable for them. they intuit others' feelings, and give feedback sensitively. They can sense the motives of others and can read their hidden desires. They can correctly interpret a social situation and make adjustments. They have many friends.

According to the faculty of the New City School (1994, p.6), learners who have a dominant nature of interpersonal intelligence possess the following characteristics: (1) enjoy cooperative games; (2) understand the feelings of

others; (3) have lots of friends; (4) prefer group problem-solving; (5) can mediate conflicts; (6) understand and recognize stereotypes and prejudices; (7) volunteer help when others need it.

The Intrapersonal Intelligence. Burke et al (1996) describes intrapersonal intelligent learners as those who learn from silent reflection and deep emotional processing. They take seriously the maxim "know thyself" They can detect their own complex feelings and often up-date their self-image. They are individuals and "march to their own drummer." They usually enjoy working alone.

According to the faculty of the New City School (1994, p.36), learners who have a dominant nature of intrapersonal intelligence possess the following characteristics: (1) pursue personal interests; (2) set goals; (3) identify and label feelings; (4) know their own strengths and weaknesses; (5) daydream; (6) is insightful and reflective; (7) intuitive; (8) are comfortable being alone; (9) enjoy the sounds and rhythms of language.

Gardner (1994, cited in Fitcher, 1995) holds the belief that most social tasks require people to put these intelligences together so as to perform successfully. This

may involve educators' responsibility to recognize and value multiple kinds of intelligence and then apply this knowledge to teaching practice when designing curriculum.

Identifying Learners' Language Levels

According to Plaskon, Delaney, Obersty and Walter (1992), there are four levels in the process of second language acquisition: 1). Preproduction; 2). Early Production; 3). Speech Emergence and 4). Intermediate Fluency.

Students at the first level of Preproduction can not make the new language verbalized. They acquire and express meaning through modeling, visual aids and context clues. English as a Foreign Language learners in China at this level are likely to memorize isolated words and drills mechanically. Some of them may write down Chinese characters or Pin-Yin next to the new vocabulary, phrase and short sentence to help them memorize. The author had had this experience before and has observed many of her classmates and students had acted in the same way.

Students at the second level of Early Production start to produce words that are often repeated and understandable after the beginning listening stage. They may answer a comprehensible question with a "yes" or "no," or a single

familiar vocabulary word. English as a Foreign Language learners in China at this level are able to answer simple understandable questions in the target language.

Students who are at the third level of Speech Emergence have obtained a limited vocabulary and can answer an comprehensible input in short phrases or sentence although with errors. At this level English as a Foreign Language learners in China are slowly acquiring reading and writing abilities in English.

Students at the fourth level of Intermediate Fluency can produce full sentences and narratives to converse with others. They are challenged to produce responses that require creativity, critical and creative thinking, and complex sentence structures. Teaching materials for this level usually incorporate both reading and writing.

Teaching With Style

Research has shown that effective instruction should be based on the different learning styles of learners, and vary with teaching styles. Grasha (1996) has presented to teachers many ways to enhance learning by understanding teaching and learning styles. They may serve as a practical guide for effective teaching. The following table is

adapted from Grasha's *Teaching with Style*; and several examples will be given according to clusters in order to show how they can be applied to the practice of teaching English as a Foreign Language in China.

Cluster One teaching methods for EFL. In the classroom of English as a Foreign Language in China, dominant teaching style is within Cluster One: expert/formal authority. Lecturing is a most-often-used teaching method, in which the teacher spends 70% of the class period presenting information in a one-way communication pattern. Student questions and comments are usually welcomed, and an occasional discussion occurs between the students and instructor. This is very much a teacher-centered instructional process that provides an active experience for the teacher. Although nowadays lecturing has been criticized by advocates of active and collaborative learning because it promotes a passive-dependent mode of learning, it still plays a dominant role in China because of the large class size and educational tradition. Due to the lack of teachers and the large population of school aged children, class size in China is really big. I had been in a class with 86 students in Junior High School for three years and

then with 64 students in Senior High School for another three years. In a society where it is almost impossible to reduce the class size, lecturing is still regarded by most of the Chinese teachers as the best way to teach in classroom.

The use of mini-lectures + trigger stimuli is an alternate approach for English as a Foreign Language teachers to use in order to make lecturing more effective. This method uses two or more shorter lectures during a expert/formal authority. Lecturing is a most-often-used teaching method, in which the teacher spends 70% of the class period presenting information in a one-way communication pattern. Student questions and comments are usually welcomed, and an occasional discussion occurs between the students and instructor. This is very much a teacher-centered instructional process that provides an active experience for the teacher. Although nowadays lecturing has been criticized by advocates of active and collaborative learning because it promotes a passive-dependent mode of learning, it still plays a dominant role in China because of the large class size and educational tradition. Due to the lack of teachers and the large

Cluster 1	Cluster 2
Expert/Formal Authority Dependent/Participant/Competitive	Personal Model/Expert/Formal Authority Participant/Dependent/Competitive
<ul style="list-style-type: none"> • Exams/Grades Emphasized • guest Speakers/Guest Interviews • Lectures • Mini-Lectures+ Triggers • Teacher-Centered Questioning • Teacher-Centered Discussions • Term Papers • Tutorials • Technology-Based Presentations 	<ul style="list-style-type: none"> • Role Modeling by Illustration • Discussing Alternate Approaches • Sharing thought Processes • Involved in Obtaining Answers • Sharing Personal Experiences • Role Modeling by Direct Action • Demonstrating Ways of thinking and doing Things • Having Students Emulate Teacher • Coaching/Guiding Students
Cluster 3	Cluster 4
Facilitator/Personal Model/Expert Collaborative/Participant/Independent	Delegator/Facilitator/Expert Independent/Collaborative/Participant
<ul style="list-style-type: none"> • Case Studies • Cognitive Map Discussion • Critical Thinking Discussion • Fishbowl Discussion • Guided Readings • Key Statement Discussions • Kinoposium • Laboratory Projects • Problem Based Learning <ul style="list-style-type: none"> - Group Inquiry - Guided Design - Problem Based Tutorials • Role Plays/Simulations • Roundtable Discussion • Student Teacher of the Day 	<ul style="list-style-type: none"> • Contract Teaching • Class Symposium • Debate Formats • Helping Trios • Independent Study/Research • Jigsaw Groups • Laundry List discussions • Modular Instruction • Panel Discussion • Learning Pairs • Position Papers • Practicum • Round Robing Interviews • Self discovery Activities • Small Group Work Teams • Student Journals

Table 6. Teaching Methods Associated With Each Cluster of Teaching and Learning Styles (Adapted from Grasha, 1996, P. 234)

population of school aged children, class size in China is really big. I had been in a class with 86 students in Junior High School for three years and then with 64 students in Senior High School for another three years. In a society where it is almost impossible to reduce the class size, lecturing is still regarded by most of the Chinese teachers as the best way to teach in classroom.

The use of mini-lectures + trigger stimuli is an alternate approach for English as a Foreign Language teachers to use in order to make lecturing more effective. This method uses two or more shorter lectures during a session. Each is followed by "trigger stimuli" -- which are questions, demonstrations, examples of points, and activities designed to involve students with the material. Once the "trigger stimulus" is processed, the next mini-lecture occurs.

For example, when teaching grammatical usage, teachers may keep the lecture to about 10 or 12 minutes in length. Before lecturing, they may give a brief 30 seconds overview of what will be covered, giving not more than two or three key points during the presentation to avoid confusing students. Then concrete and vivid examples of key points

and do hands-on exercises may be offered to arouse students' interest and enforce key points application.

While presenting the lecture, teachers may need to vary the rate of your speech, inflection patterns, and tone of voice to stimulate students.

At the end of a presentation, teachers may make a brief 60 to 90 second summary or wrap-up to emphasize and help students review the key points.

There are some ways enhance the quality of lectures: use conceptual prequestions, stories, metaphors, and other organizational devices; organize presentations and clarify important terms, concepts, and principles; stimulate the imaginations of students; use the retention, attention, critical thinking, and motivation checklists in self-reflection activities to help plan a presentation; obtain regular feedback from students.

Technology-based presentations are good ways for Chinese teachers who teach English as a Foreign Language to teach English songs, poems and stories. These can provide novelty and variety in the English course, and enable instructors to repeat key points in a different audiovisual context, provide immediacy, assist with the

individualization of teaching. This is most effective in conversation course because audio and video tape presentations provide a vivid learning context, and they are helpful in improving students' pronunciation, listening comprehension and oral conversation. In using particular forms of technology, experience suggests that attention be given to a variety of issues (Barron & Orwig, 1993; Ward, 1994):

Materials should be previewed to note important points and develop a plan for introducing the item into the course. Teachers must be sure that they know how to use the equipment or that assistance is available, and that the equipment is available and working.

Teachers need to develop a context for student participation. What will students be doing with technology to promote achieving objectives such as understanding concepts, applying information, thinking critically, and solving problems and making decisions?

To prepare the class, teachers should introduce the item, clarify its use, describe the content and what is to be learned, and tell students what will be expected of them.

To evaluate the effectiveness of technology-assisted

instruction, teachers should check to insure that the technology used has met instructional objectives, using such means as self-reports of students, critical incidents that illustrate a successful outcome, quiz results on items related to what the technology taught, products students produced, and responses to study guides and other assignments using the technology.

Cluster Two teaching methods for EFL. In cluster two, I recommend three methods: modeling by direct example, coaching/guiding, and student-teacher-of-the-day.

Modeling by direct example is one way to involve students. Because English serves as a subject of foreign language in the middle school curriculum, students won't start learning until they are over 13 years old. According to language acquisition theory, this stage is too late for learners to master a second language. So most of students feel it difficult to learn English at the very beginning. Therefore teachers need to give modeling by direct example. The teacher may "think aloud" while memorizing a long English word to show learning techniques and skills for students to look for their own ways of learning. Teachers can also explain their own thinking process to students

while doing some difficult grammar exercise. Teachers are like "television chef" who demonstrate, but they also talk to the viewer to give rationale and describe the important things they are doing. This teaching style arouses much of the learning that occurs through direct example through observation and private reflection about the model's actions. So it is very practical and applicable at the beginning level.

The method of coaching/guiding can be used in writing short English essays. There are several procedures for coaching students to write a paper (Grasha, 1994, p. 264):

Ask the learner to verbally review the specific elements in any new skill.

Have the learner state what specific assistance they would like to get while writing. Teachers should clarify what will be expected and graded. If needed, make further comments.

Teachers need to be physically present and walk around in the classroom to give assistance at any time.

They need to be positive about what students are doing and remind them that additional practice will be helpful.

When giving evaluations, teachers should not use

generalities such as nice job, missing, etc. Be specific about the components of the nice job and what is missing. Furthermore, emphasize both the strengths and weakness of what was observed.

Students need help in developing a checklist to evaluate their own work.

At the end, there should be a discussion about the next steps; this can co-determine what kind of additional work should be done later.

Cluster three teaching methods for EFL. In Cluster 3, the teaching methods of kineposium and role-plays/simulation can be applied to cooperative learning in teaching English as a Foreign Language in China.

Kineposium means moving symposium. This style is well-designed for developing students' oral fluency and critical thinking in English as a foreign language. The steps are as follow:

Divide students into several small groups (four to six members). One student is assigned as a recorder and all of the groups discuss a topic given by the teacher. The topic could be based on the text or English novels that students have read.

Students meet in their small groups for 5-7 minutes to discuss the issue in English. At the end of this period everyone except the recorder moves clockwise to another group. The recorder then summarizes what the previous group had said and then leads a discussion with the new people to further clarify the issue.

Changing groups about three or four times is generally sufficient to adequately discuss the information. The recorders then summarize the discussions that occurred in their groups. During this time period, it is helpful to ask each recorder only to present ideas that were not mentioned by the others.

As the recorders speak, the instructor writes down key points and difficult vocabulary from the discussion on the board or on an overhead. Afterward, the teacher can comment, clarify points and summarize all the discussion in English with students' help.

Student-teacher-of-the-day is a teaching method that involves students in the teaching process. This teaching style is a good way for English as a Foreign Language teachers in China to adopt to shift their roles from director to facilitator. During the term, the teacher can

assign five to seven lessons to students who will be responsible for them for the scheduled class periods during the term. Students are divided into small groups of five to seven peers who will have a designated members as the teacher for each of the lessons. On a given day, each student teacher of the day could teach his or her group the lesson or several different lessons might be taught that day in different groups (Grasha, 1996).

The student teacher is responsible for developing a presentation for a small group as well as questions and/or an activity or demonstration to get people involved. During a class session, each teacher of the day will spend two-thirds of the session to meet with his or her group. Teachers on that day need to pay attention to the following factors: (1) spending enough time to help student teachers to prepare for the lessons; (2) during the class session, the instructor can sit outside of the groups to check on what is going on and solicits questions and comments about the content of discussions; (3) the instructor should closely monitor the work of the student teachers in order to insure the quality of instruction.

There are several suggested instructional processes for

groups to use: true-false Test, poster session, demonstration and newspaper/magazine items.

Cluster Four teaching methods for EFL. Student Journals and Jigsaw Groups are two methods in Cluster 4 to facilitate students' learning.

Student Journals can be used to help practice students' writing abilities in English. This is a good way for them to think creatively and critically in English about daily issues and have a chance to apply new vocabulary and sentence patterns to actual writing. Journals can be individual ones or group ones. Suggested procedures for group journals are as follows:

First, divide the class into small groups of four to five students after one to two weeks of the term, after they have gotten to know each other and teachers have observed their public and private writing styles, abilities and sociocultural factors.

Then, each group is given a journal. On the first page they write down each member's name and the order in which the journal is going to be written. Each student is supposed to do journal entry for one day during the week. The topic of journal entry can be students' reflections on

readings of literature, content-based lessons, class, private or social events.

Jigsaw groups is a group strategy in which students teach each other a part of total assignment like accomplishing a jigsaw. It is a helpful way for students to teach each other information in the textbook, especially new grammar. The procedures are:

First, students are assigned to small groups of three to five students. It works best with four in China because of the classroom arrangement. Each student completes an overnight assignment to prepare one-third to one-fifth of the assignment.

Then, in class, they take turns teaching other members of the group the information they researched. Both presenters and audience are encouraged to participate actively. When each member of the group is finished, everyone has the complete information of the new topic or grammar assigned. All members are involved in a jigsaw group during a given session. Each group may have a spokesman to summarize their information to the whole class.

At the end of the class, the instructor can clarify unsatisfactory issues and questions within a Jigsaw group or

leave them as part of general class discussion.

These nine teaching methods are various examples which can be used in teaching English as a Foreign Language in the People's Republic of China. Teaching techniques should vary according to learners' specific learning styles, school settings and subculture values. The strategies presented above can be of some reference but can not be used as the exact models to copy. Teachers need to develop their own teaching methods based on their students, the content of the lesson, school, individual, cultural and social factors in order to achieve effective instruction.

Crosscultural Studies in English as a Foreign Language Learning

Definitions of culture

Culture as a term is used in many ways. It can refer to activities such as art, drama, and ballet or pop music, mass-media entertainment, and comic books. It can be used for distinctive groups in society -- adolescents and their culture. It can be used as a general term for a society, the "French culture." Such uses do not, however, define what a culture is. We could combine the best features of various definitions of culture to produce a working

definition: the explicit and implicit patterns for living ... the dynamic system of commonly-agreed-upon symbols and meanings, knowledge, beliefs, art, morals, law, customs, behaviors, traditions, and/or habits that are shared and make up the total way of life of a people.

As to its implication in foreign language teaching, cultural studies refers to "any information, knowledge, or attitudes about the foreign culture which is evident during foreign language teaching" (Byram, 1989, p. 3).

Misconceptions about Culture

Culture is not just artifacts or materials used by a people; it is not simply celebrations, holidays, or ceremonies, although people pay attention to these superficial aspects when they think of culture. It may be romantic to think about special music, arts, dance or holidays belonging to each culture, but these special aspects are not really the daily life of people. Culture should not be equated with things that can be bought or sold or passed out as favors. Culture is not just symbols or peculiarities, quirks of lifestyle. Culture should not be used to mean "race." Many people use "culture" to represent "high culture" or high-status events that bring special

status-related knowledge to elite groups, such as attending the opera, a Japanese tea ceremony, or expensive French cuisine. Culture is not habits only of special days or special social classes or specially expensive objects. Some aspect of culture belongs to every person within a society; it is embodied by everyday objects and events.

Relationship Between Culture and Language

Culture is constantly changing, and is cumulative, based on past experiences. Therefore, to understand the language of a people one must understand the cultural background of the language, the way people live everyday. Their actions and morals are expressed in their language, in the way people interact. When someone learns a foreign language, the culture is a guide for understanding the way people think, feel, and act. Not only does culture aid in understanding the daily life, but the ways people bring meaning and joy, creativity and enrichment to this daily life.

Significance of Cultural Studies in English as a Foreign Language Learning

It is generally believed that language learning may broaden the learners' horizons. In fact, it involves

cultural studies, an integrated component and essential part of language teaching that broadens the learners' horizons (Byram, 1989).

Culture explains everyday behavior, a vital aspect of understanding the language and psychology of a people. This helps to explain why people act as they do. Culture also explains how rules work and how institutions are organized. And understanding of culture can explain how conflicts develop, and how conflicts can be resolved.

The culture that underlies each language prescribes distinct patterns and conventions about when, where and how to use language. Using language to satisfy material needs, control the behavior of others, get along with others, express one's personality, find out about the world, create an imaginative world or communicate information seems to be universal among languages. How these social functions are accomplished, however, varies greatly among cultures. So learning a second language without learning about and understand the culture in which it is used will not enable an individual to communicate effectively with speakers of that language.

Byram (1989) believed that "the study and acquisition

of language -- in use and language awareness -- must take place in the context of cultural study" (p. 56).

Applying Cultural Studies in English as a Foreign Language Learning

Cultural studies are believed to be learned and taught both explicitly and implicitly, both consciously and subconsciously like the other curriculum components (Byram, 1989). So foreign language teachers should give a rightful place to it as part of foreign language learning.

Arries (1994) points out that for a long time researchers of foreign language education have been addressing the topic of incorporating cultural studies in the foreign language classroom. Byram (1989) pointed out that the culture study has two interdependent objectives: first, to facilitate learners' use of target language; and second, to help learners understand the concept of cultural "otherness," which is referred by Leach (1982) as the "constant puzzle in all kinds of anthropological enquiry," that is, "the problem of how far we are all the same and how far we are different."

However, in traditional foreign language classrooms, the teaching of foreign languages have been dominated by the

emphasis of linguistic form over content (Fischer, 1996). The grammar-translation approach, which features "made-up sentences designed to illustrate the parts of speech to the detriment of syntax or meaning," (Prodromou, 1992, p.39-40) did not address culture at all. In 1950s and 1960s the audio-linguists claimed to put English as a Foreign Language in the cultural background of English-speaking countries, such as America and Britain, but their idea about culture is rather superficial. The communicative advocates still do not give explicit primacy to cross-cultural contents because the teaching materials were designed to aim at the native-speaking audience (Prodromou, 1992).

Fischer (1996) used two metaphors: "tourist" and "explorer" to refer to the two ways of cultural studies in foreign language classroom.

Tourist: Tourist learners have difficulty in avoiding an interpretation of another social reality through attaching their own observer-relative meanings.

Explorers: Explorer learners will try hard to inquire, to question assumptions, and to find out which observer-relative meanings someone

else attaches to his or her social reality.

(Fischer, 1996, p. 75)

In English as a Foreign Language, learners have been traditionally learning the target culture as tourist learners. So Fischer (1996) advocates a foreign language classroom setting where "form and content form an intricate connection"; and where "the purpose of learning another language is defined primarily in terms of learning about other people and their social realities," where "students are taught to be reflective, to be inquisitive, and to be willing to question their beliefs" (p. 74).

English as a Foreign Language teachers have to teach students to learn as ethnographers do, by taking down notes of what they see, recording what they hear and see, and gathering all sorts of documents which may help enlighten on the target culture.

In other words, English as a Foreign Language learners need to learn skills like careful listening, developing sensitive questions first and then trying to make sense. These are the skills that are necessary to move from the level of tourist to the level of explorer.

When learning a foreign language, the culture of the

native language must be respected in the classroom. This is the first step toward developing the students' sensitivity toward cross-cultural communication. When developing a culture-respectful curriculum, teachers need to honor the student's home culture in an authentic way by bringing elements of the community and real examples from people's everyday life, including non-linguistic elements.

Role-playing, real or recreated situations, such as family homework times, shows the use of the language in social contexts. Students may master English, but if they learn in the process to deny or be ashamed of their own language and culture because of classroom practices that are insensitive or ignorant of the crosscultural elements of schooling, then they have not truly achieved crosscultural communicative competence.

CHAPTER THREE

PRINCIPLES INCORPORATED INTO TEACHING

Having reviewed the literature on Krashen's Affective Filter Hypothesis, cooperative learning, understanding learner diversity and teaching styles, the author is going to generalize the significance of these four domains, draw principles from them and apply them to the future teaching in the People's Republic of China. These principles can serve as proposed solutions to current pedagogical drawbacks in teaching English as a Foreign Language in China.

Increase Affective Learning to Eliminate Anxiety Brought by Highly Competitive and Individualized Learning

Krashen's Monitor theory has emphasized the important role the affective filter has played in second language acquisition. Only when second language learners learn their target language in a non-threatening setting and the affective filter is down, can they begin to accept comprehensible input and acquire the language. This has shown that an anxiety-free learning environment is essential for learners to achieve success during the process of second language acquisition.

However, in the People's Republic of China, the

teaching of English as a Foreign Language aims at standardized tests: either the National College Entrance Examination, or the National College English Proficiency Level Test, or the English Proficiency Test of Professional Promotion. This kind of situation has unavoidably resulted in a EFL classroom which is full of competition and anxiety. Learners work individually to compete with each other in order to pass these examinations or tests but their efforts, although intensive, are very stressful.

By increasing affective learning this problem can be solved because when English teachers take the affective filter into account and incorporate it into their teaching design, the debilitating foreign language anxiety can be minimized or eliminated. At this point the affective filter is down and the mental block is reduced. This enables learners to comprehend the linguistic input and acquire it. Thus, the author is going to increase affective learning in the curriculum to create a non-threatening learning setting so as to help students learn EFL more effectively.

Using Cooperative Learning to Improve Learners'

Communicative Competence and Social Skills

Through the examination of the theory of cooperative learning, we have learnt that cooperative learning can best promote learners' peer interaction and therefore may provide opportunities for them to develop communicative competence and social skills, which are required of the members of society in the future.

In the People's Republic of China, two-thirds of the students in secondary schools and almost all the students in colleges who are at the author's target teaching level will immediately step into the society after their graduation. There is often a disconnected transition because students have not gained communicative and social skills at school and they are likely to feel at loss when dumped into a competitive society.

Therefore the author plans to apply cooperative learning to English as a Foreign Language learning in China in order to figure out a solution to the problem just stated. Since students at the author's target teaching level will start working upon graduation, this problem is the most serious one for them. However, just because they

do not need to take the most challenging exam, the National college Entrance Examination, this provides a good chance for me to experiment using cooperative learning in my curriculum to achieve my goal. By applying cooperative learning, students can have more chances to interact with group members, communicate with the teacher, share responsibilities with others, cultivate team spirit, respect and learn from each other and learn to be accountable for their own learning the group members' learning. This will cultivate habits for them to achieve future success in the society. The author believes cooperative learning is a practical method to improve Chinese EFL learners' communicative competence and interpersonal skills.

Understanding Learners' Diversity to Recognize Their Learning Styles, Language Levels and Other Needs

The theories of learners' multiple intelligences and different language levels have given strong support for teaching with style. Nowadays the focus of teaching has shifted to the learner, this requires EFL teachers to recognize learners' various learning styles, different language levels, personalities and other needs. A deep understanding of learners' diversity is necessary for

English teachers because this may help them to choose the different methods so as to achieve the best outcomes from instruction.

Nowadays, in the People's Republic of China, EFL teachers still use the traditional teaching method: lecturing to teach because they have ignored the diversity learning styles and need of learners. They just use one style to fit all the learners and classrooms, which is obviously boring and ineffective for a diverse body of EFL learners.

Therefore, the author plans to take learners' diversity into account in my curriculum design. I will use warm-up, multimedia aids and a range of activities to involve students' different background and needs in order to obtain effective teaching.

Applying Crosscultural Studies to Increase Target Culture Exposure and Enhance Learners' Understanding of Target Culture

Byram (1989) has asserted the significance of cultural study in his belief that the learning and acquisition of a second language must happen in the context of cultural study. Learners need to have a deep understanding of the

target culture by having more cultural exposure and by exploring the target culture.

However, in the People's Republic of China there is not enough content in the English textbooks which is related to cultural study. There is not any teaching material at all which contains crosscultural studies to help students think critically and explore the cultures of their native country and of English-speaking country.

Thus, the author will incorporate crosscultural studies into the curriculum design to solve this problem. The author plans to let students learn to explore both native and target cultures by comparing them through collaborative group discussion, reading, writing, etc. Although Learning information about the target culture is not the goal of my project, the most important thing the author wishes students can gain in this curriculum design is that they will be able to learn to become cultural explorers through the materials and activities provided in each lesson plan.

CHAPTER FOUR

DESIGN OF THE TEACHING UNITS

This curriculum project is designed to solve the existing problems in current English as a Foreign Language teaching in People's Republic of China by using a cooperative learning approach with crosscultural studies. Thus, in the following section the author will present two teaching units: (1) American Government and (2) Ethnic Groups as models, which incorporate the principles I have identified.

Components of the Units

Each of these two units consists of six lesson plans. These lesson plans are designed on the themes American Government and Ethnic Groups. The principles underlying these units are the connections between Krashen's Monitor theory of second language acquisition and cooperative learning, understanding and recognizing students' learning styles, motivating students' interest by using cross-cultural studies and teaching with multiple methods in order to develop English as a Foreign Language learners' academic, cognitive and linguistic skills.

Target Learners of the Units

Identifying target learners of the units is used to solve one of the problems of current English as a Foreign Language teaching in China, which is ignored by most teachers who are likely to use grammar-translation and/or audio-lingual teaching methods to fit all the classroom settings and all the individual learners. So it is essential to identify the four levels of second language acquisition, recognize the students' language levels and apply them to teaching.

The target learners for this curriculum project are English as a Foreign Language learners in secondary and colleges in China, who are at the fourth level: Intermediate Fluency. This group of learners are able to communicate and understand literal thoughts and ideas of greater complexity in the target language because they have experienced the first three levels in junior high middle schools after three years' learning English as a Foreign Language. However, due to learners' different learning styles and abilities, and varying situations of teaching, students in secondary schools and colleges may consist of learners at different levels. Thus, besides the target learners, this project

also takes learners at other levels into consideration. Each lesson plans has designed visual and multi-media aids to involve these learners. The team formation of cooperative learning also reflects the goal of helping every learner learn.

Content of the Units

The content of the units is designed to solve the problem of limited cultural exposure and superficial understanding of the culture of the target language. The focus of this curriculum project design is to use cross-cultural studies on American government and ethnic groups, which may arouse students' interest, involve their prior knowledge, increase cultural exposure to the target culture and provide suitable topics for designing classroom activities to promote learners' academic and linguistic development and critical thinking abilities.

Since Chinese government has different structures from American government, studying the American government system is helpful for students to understand the target culture. Comparing it with their own government will improve their cognitive skills and allow them to become culture explorers.

Both China and the United States have many ethnic

groups. However, the issue of ethnic groups has not aroused students' great attention. Through studying ethnic groups in both countries, students may enhance their consciousness towards this issue and learn to understand and respect others' culture. Moreover, the study of Chinese ethnic groups is helpful for students to learn the new vocabulary in the target language and understand the target culture better.

Although students in secondary schools and colleges may have learned or heard about the issues about American government and ethnic groups, their knowledge and information is indirect and very limited. And they can only acquire these information in their native language -- Chinese. Usually these information may cause misunderstandings of the target culture because of language barriers. Therefore, studying these issues in the target language may bring better understanding and linguistic improvement.

Instructional Method of this Project

The predominant instructional method of this curriculum project is cooperative learning, which is used to find solutions to the problem of highly competitive and

individualized learning environment, and the intense, anxiety-provoking classroom setting.

These two problems have resulted from the over-emphasis on the National Entrance Examination and the traditional belief which place values upon standardized tests and individual efforts.

These two units use cooperative learning as the instructional method to implement the curriculum design because through cooperative learning students will be able to promote their linguistic, academic and interpersonal abilities at the same time under an anxiety-free learning setting. Students learn from each other and they grow together. Students who are academically advanced learn by clarifying and confirming their achievement while they explain and teach low achieving students. Low achieving students grow through listening and learning from other group members. This creates a non-threatening learning situation and thus the affective filter is down and students can acquire comprehensible input in the target language and achieve success.

Team Formation in Implementing the Units Design

Team formation in cooperative learning will address the

problem of most English as a Foreign learners' lack of communicative competence and social skills. English has become an international language and people need to use it to communicate with others in many fields. About two-thirds of the students who have graduated from secondary schools and colleges will step into society as soon as they leave the school. Thus good social and interpersonal skills are essential for them to communicate with others to achieve in the society. Team formation in cooperative learning provides a good opportunity for them to develop team spirit and share responsibilities with others. While students work in groups accomplishing a group task, they talk with each other, discuss some disputable issues, express their approval or disagreement, and persuade other group members; in this way they will acquire communicative competence both in target language and native language.

Some teachers may think it is hard to form teams in cooperative learning because of the formal classroom arrangement in China. Actually, this problem can be addressed by forming groups in pairs according to the original sitting without removing the desks or chairs.

Teachers should take the following factors into account

when forming a team: gender, academic achievement and linguistic level. Roles like Notetaker, Reporter, Leader and Organizer of a cooperative learning group can be assigned to the students or chosen by the group members. However, teachers have to make sure that within each group, students assume a variety of different roles so that they can learn to share leadership and responsibility. This ensures the success of a group collaborative task.

Activities in the Units

The activities designed in each lesson plan aim at solving the problem of most Chinese learners' low creativity and critical thinking ability. Because English as a Foreign Language teachers teach only with the rigid lecturing and serve as information givers, most students have had the habit of memorizing vocabulary and ideas mechanically. They have become passive learners who only "accept" instead of "explore." Thus most English as a Foreign Language learners have very weak creativity and low critical thinking capacity, which is crucial in their future academic success and life.

The cooperative tasks in these lesson plans require students to work in groups, discussing, reading, writing and

thinking together. The activities initiate students' critical thinking in order to accomplish the group task. During the process, students think by themselves, learn to think from others' perspectives and benefit from others' thinking. Finally they will stop playing the previous role of the "slaves" of the information and become "masters" and "explorers" of the knowledge.

CHAPTER FIVE

ASSESSMENT OF THE PROJECT

Whether a curriculum is effective or not needs to be tested and assessed. In the cooperative learning method adopted in this curriculum design, there is no standard tests or examination on checking students' homework and achievement. The goal of cooperative learning is to develop students' academic, cognitive and linguistic skills; without direct assessment, these seems invisible. So teachers may question that there is no assessment for this teaching method and there is no way to examine whether it is effective or not.

However, different ways of assessing the cooperative language learning can reflect the achievements of students' performance. Based upon this alternative assessment, teachers can redesign and modify activities to gain the desired results.

First, teachers can use an observation form to record each group members' performance and contribution to the group task. (See Table 7, Observation Form for Group Activity). Teachers can record students' contribution to the group to assess their accountability and linguistic

performance.

Second, students can assess their performance and subsequently their progress. (See Table 8, Self Assessment: How I co-operated).

The third way to facilitate cooperative learning and assessment is a Individual Focus Sheet (See Table 9). By filling this form at the beginning of the class, students may have their expected goals in mind and are able to assess their achievements at the end of the class.

The fourth way of assessing co-operative skills is using Table 10, Co-operative Skills Assessment Form. By using this form, teachers can have a detailed observation on each groups and their linguistic usage in accomplishing these skills. Then teachers can suggest improvements to students.

Observation Form

(Record examples of what group members do and say)

Names	Encouraging	Checking for Understanding	Sharing Ideas

Table 7. Observation Form for Group Activity

Self Assessment: How I Co-operated

Name _____

How I feel about the outcomes: _____

Did I add ideas? _____

Did I encourage others? _____

Did I help to summarize? _____

Did I clarify ideas? _____

Something I'll work on next time is _____

Table 8. Self Assessment: Individual Checklist of How I Co-operated (Adapted from Hill and Hill, 1990, p. 150)

Date _____	
Name _____	
Group Name _____	
My goals	My achievements

Table 9. Individual Focus Sheet (Adapted from Hill and Hill, 1990, p. 151)

Co-operative Skills Assessment Sheet		Name _____	
	Has knowledge	Applies knowledge	Reflects on effectiveness
Starting groups Makes space for others Takes turns Eliminates put-downs Forms partners/threesomes Makes eye contact One person speaks			
Working as a group Observing Summarizing Encouraging Clarifying Recording Organizing			
Problem solving Brainstorming Clarifying ideas Confirming ideas Elaborating ideas Seeing consequences Criticizing ideas Organizing information Finding solutions			
Managing differences Stating position Seeing the problem from another viewpoint Negotiating Mediating Reaching consensus			
Self-assessment			
Peer assessment			

Table 10. Cooperative Skills Assessment Sheet (Adapted from Hill and Hill, 1990, p.111)

APPENDIXES

UNIT ONE AMERICAN GOVERNMENT A CROSSCULTURAL UNIT FOR EFL STUDENTS

Goal: This unit is designed to help students improve their oral and written English and broaden the vocabulary, as well as learn background knowledge about how the American government was formed, how it is structured and how it operates. This study should help students learn about an alternative governmental system and broaden their view on social structures. Through cooperative learning activities, such as pair work, group discussion, team debate, etc., students are expected to develop an in-depth understanding of American government and be able to compare it with their own government.

Level: EFL Students in secondary schools and college level

Content:

Lesson Plan One	The Preamble to the Constitution
Lesson Plan Two	Bill of Rights
Lesson Plan Three	Constitutional Amendments
Lesson Plan Four	Division of Power
Lesson Plan Five	Legislative Branch: One Congress -- Two Houses
Lesson Plan Six	Executive and Judicial Branches -- Shared Power

Lesson Plan One
The Preamble to the Constitution
Teaching Focus

George Washington was the first president of the United States. Before George Washington became president, the country was brand new and had only 13 states. It had just won the fight for independence from England and now had to decide what kind of government to form. In the summer of 1787, 39 men, representing 12 of the original 13 states (Rhode Island did not send a delegate), met to write the Constitution of the United States. The Constitution is a document that describes the plan of government and the powers that are available to the states and to the central government. George Washington was the president of the Constitutional Convention and was the first person to sign the completed Constitution.

It took the writers three months to agree on what should be in the Constitution. Reaching such an agreement was a very hard job because the delegates had different ideas on how the new country's government should function. But they finally identified some basic ideas to be included.

Ask students to work in groups and speak out some of the basic ideas. List them on the chalkboard.

Explain the principal ideas on which the constitution is based:

1. A central, or national (*federal*), government that binds all the states together as one nation.
2. The government is run by people who are elected by citizens to represent them. This representative type of government is termed a *republic*.
3. The government's powers are limited to matters that affect the nation's welfare.
4. There is separation of powers among the three branches of government, so that no one part has more power than the others.
5. The Constitution is the highest law and overrules any other laws in the country.
6. The Constitution can be amended, or adapted, if necessary because of the changing times.

Review the basic ideas and let student groups compare their ideas with those of the Constitution's authors. Ask the students what they think the Constitution should

accomplish. That is the purpose of having such a document? Read aloud the preamble (Study the prefix pre- which means "before"):

We the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Lesson Plan One
The Preamble to the Constitution

Objectives:

- To learn the new vocabulary about the preamble to the American Constitution
- To understand the purpose of the Constitution by interpreting each line of the preamble

Theme:

Learning about the preamble of the Constitution is a very important way for EFL students to understand the purpose of the document. Correct interpretation will help students understand the principal ideas on which the Constitution is based. It can facilitate students' future learning about American government.

Grade Level:

EFL students in secondary school and college level.

Cooperative Groups:

Students grouped in pairs or in groups of four

Key concepts/Vocabulary:

president	independence	original
constitution	convention	delegate
identify	preamble	federal
citizen	republic	separation
overrule	branch	amend
adapt	establish	justice
insure	domestic	tranquility
defense	promote	welfare
secure	blessing	liberty
posterity	ordain	

Involving students' background, interests, and prior knowledge:

Share students' previous knowledge about American government: Students work in groups and exchange information they have about the American government and the government of the P.R.C. One member of each group will be asked to give a short group report to the class.

Teaching with variety:

- Verbal input:** Explain the background of the time when the American Constitution was written.
- Explain the basic ideas written in the Constitution.
- Read the Preamble.

Visuals: Showing pictures of George Washington, stripe and star flags, and the White House, Supreme Courts, the U.S. Capitol, etc.
Sharing students' pictures, post-cards with American government images
Post students' group work sheet on the wall

Demonstrations: Watching video tape about Washington D.C.

Understanding the Preamble by interpreting it themselves

Materials needed: pictures, cards, posters , video tape, Focus Sheet and Work Sheet

Responding to diversity with a range of activities:

Activities: Each cooperative group gets a Focus Sheet 1.1. The group will read each line of the Preamble and discuss what the line means to them. Then they write down their interpretation. At the end of the activity, each group reads their interpretation to the whole class and puts their Work Sheet on the wall for exhibit.

Take home:

1. More readings about the Constitution in groups
2. Each group gives a presentation to class next time.

Assessing progress and replanning:

Prepare some cards with questions about key concepts and vocabulary on them; each group is assigned one card to answer the questions on it.

Lesson Plan Two

Basic Rights

Teaching Focus

Review some of the major ideas and purposes included in the Constitution.

Reinforce the idea that the major purpose of the Constitution was to define how the government of the United States should function.

Explain that the Constitution also includes amendments, or additions. They largely focus on individual rights or laws that the entire country must follow. The first 10 amendments were developed by the first Congress of the United States in 1791, with the purpose of identifying every person's basic rights. These 10 amendments are called the Bill of Rights. (The word *Bill* here means "list.")

Ask the students what they think might be included in the Bill of Rights and record their responses on the chalkboard. Then read the actual text of the first eight amendments and discuss them.

Summarize the eight amendments on the chalkboard, beside the students' list. Amendments 9 and 10 are more general and are not covered in this discussion.

- First Amendment: Guarantees freedom of (1) religion, (2) speech and press, and (3) assembly for peaceful reasons.
- Second Amendment: Maintains the right of states and individuals to bear and keep arms.
- Third Amendment: Guarantees that in peaceful times, soldiers cannot enter and stay in a citizen's home uninvited.
- Fourth Amendment: Guarantees that people, their homes, and property cannot be (unreasonably) searched or taken without permission.
- Fifth Amendment: Guarantees an individual's rights regarding arrest and personal property. This means that a person (1) cannot be arrested or held without due process of law, (2) cannot be forced to say anything (testify) against oneself, and (3) cannot have any personal property taken for public use without being fairly paid for it.
- Sixth and Seventh Amendments: Provide several guarantees for the right to a fair trial by a jury.
- Eighth Amendment: Guarantees that punishment for

crimes shall not be cruel or unusual.

Review these amendments, comparing the actual Bill of Rights with the student's version.

Plan Two

Basic Rights

Objectives:

To understand the ideas in the Bill of Rights by applying them to current scenarios.

Theme:

Through group discussion about the application of the Bill of Rights to scenarios, students may master the basic ideas in the Bill of Rights and get to know that different individuals and cultures may have different perceptions about the concept of rights. Cooperative learning used in this lesson may help students learn to understand and respect the rights of others.

Grade Level:

EFL students in secondary school and college level

Key concepts/Vocabulary:

function	amendment	addition	individual
guarantee	press	assembly	testify
trial	jury		

Involving students' background, interests, and prior knowledge:

Discuss in groups: Which human rights mentioned in the First Amendment does your group think is the most important human rights, religion, speech and press, or assembly for peaceful reasons? Why do you think so?

Give report to class.

Teaching with variety:

Verbal input: Review the major ideas and purposes in the Constitution and explain the development of the first ten amendments.

Explain the basic ideas about the first eight amendments.

Visuals: Show the poster which illustrated the formation of the American constitution

Demonstrations: Creating a poster of "Bill of Student Rights"

Responding to diversity with a rang of activities:

Activities: Present group reports about their discussion on what rights they think are most important. Give groups several scenarios -- situations that are affected by the Bill of Rights; encourage the collaborative partners to identify and explain the amendment

that applies.

Work in cooperative groups and brainstorm rights that students should have. Record them on the chalkboard and let students select ten most important student rights and write a list titled the "Bill of Student Rights."

Materials needed: Cards which have written scenarios on them

Scenario One:

Mario's father felt that his neighborhood was not receiving enough protection from the police department. He invited his neighbors to a meeting to discuss the problem. (First Amendment)

Scenario Two:

A new highway is being planned. The government needs to remove ten houses so the highway can be built. The people living in the ten houses must move. (Fifth Amendment)

Scenario Three:

A police officer believes that a certain man is keeping stolen TV sets in his house. The police officer asks for permission, through a court order signed by a judge, to search the house. (Fourth Amendment)

Take home: Find real situations or newspaper reports that can apply the guarantees in Bill of Rights to contemporary life and be ready to share in groups.

Assessing progress and replanning:

Report students' findings in groups and have each group appoint a reporter to present to class.

Lesson Plan Three
Constitutional Amendments
Teaching Focus

Review with students the purpose and provisions in the Bill of Rights. Remind them that this Bill of Rights was written over 200 years ago.

Explain that over the years, other important issues have developed and more amendments have been added to the Constitution. Now there are 26 amendments.

Encourage the students to think of some of the issues that may have been addressed in the constitutional amendments over the past 200 years. Discuss how times have changed, and encourage students to identify individual rights that might be important in today's society.

Distribute Focus Sheet 1.3 and explain that it presents 5 amendments to the Constitution. Then read and briefly discuss each amendment.

Pair the students and direct them to discuss the order in which they think these 5 amendments were added to the Constitution. When they agree, have the partners number the amendments 1-5, under the "Opinion" heading.

Review the correct sequence and have the students write the amendment number and date in the "Fact" column.

1. Thirteenth Amendment (1865). Slavery abolished.
2. Fifteenth Amendment (1870). All men given right to vote.
3. Sixteenth Amendment (1913). Income tax.
4. Nineteenth Amendment (1920). Women given right to vote.
5. Twenty-fifth Amendment (1967)). Vice-president becomes acting president.

Review the completed Focus Sheet, encouraging students to compare the dates and identify any information that surprised them.

Point out that both Amendments 15 and 19 guarantee voting rights: Amendment 15 says that no one can be kept from voting because of his race or skin color, and Amendment 19 guarantees women the right to vote. Ask the students to silently consider whether an amendment should be added giving children under 18 (the current voting age) the right to vote.

After they have had enough time to think about the issue, divide the students into 2 groups: those who are for such an amendment and those against. Have each group discuss the reasons for their opinions and then select a

spokesperson to share their reasons with the opposition.
Lead the students in identifying the key arguments for both sides.

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Visuals: Watching one scene in the movie:
Uncle Tom's Cabin

Demonstrations: Challenge students to think of a new amendment and vote for the one they would most like to see added to the Constitution

Responding to diversity with a rang of activities:

Activities: Cooperative learning groups:
Discuss the warm-up questions
Rank the order of the 5 amendments
Discuss and rank the school rules
Writing Center: Add a new amendment
Movie Theater: *Uncle Tom's Cabin*

Take home: Read the distributed short story: *Sir, I will Vote* by Susan B. Anthony.

Find some pictures of the three branches and bring them back to class next time.

Assessing progress and replanning:

Assign group reports about their discussion based on the reading of *Sir, I Will Vote*. Remind them to discuss how the rights guaranteed by the First Amendment (especially freedom of assembly and speech) contributed to the eventual approval of the Nineteenth Amendment.

Lesson Plan Four

Three Branches

Teaching Focus

Show a the picture of the White House where the president of the United States lives. Describe the following hypothetical situation:

Suppose that the people of the United States elected a president who later decided he wanted to be a king, not just a president. So he made a new law naming himself king and sole ruler of the United States. As a king, he would keep the White House for as long as he lived and order that it be given to his children when he died.

Encourage the students to decide whether or not this could really happen and to support their answers with reasons.

Change the topic to the Constitution and remind the students that this document describes how the government of the United States should work. Tell them that the first three articles, or parts, of the Constitution detail how power is to be shared by the leaders in three separate branches of government. Because of these rules, no one person could ever make a law like that described above.

Each branch of government has special powers and responsibilities. They work together and "watch" each other to be sure that no branch gains too much control. This system maintains the "balance of power" in government.

Article 1 describes the legislative branch, called Congress, which is made up of representatives from all the states. There are two "houses" or groups, in Congress: the Senate and the House of Representatives. Their major job is to legislate, or make laws for the nation.

Article 2 describes the executive branch, which is made up of the president and vice-president. Their major job is to see that the laws made by Congress are carried out.

Article 3 describes the judicial branch, which includes the 9-member Supreme Court and all the Federal courts. The main job of the Supreme Court is to interpret the laws made by Congress. The judges, or justices, do this by deciding whether a law agrees with the ideas established in the Constitution.

Tell the students that they will learn more about each of these branches in later lessons. Then ask them why they

think the writers of the Constitution divided the power of government among these three groups.

Lead the students to understand that freedom is very important to the people of the United States. The writers of the Constitution wanted to design the government so that no person in power could take over complete control of the government and take away the rights of the people.

Lesson Plan Four

Three Branches

Objectives:

- To understand the structure of the federal government by discussing the branches of American government.
- To think critically about shared power among the three branches

Theme:

This lesson is designed to help students learn more about the three branches of the American government. Through this lesson, students should be able to understand the balanced power among the three branches. Students can also get an opportunity to reflect on their own central government, compare these two types of government and think critically about the advantages and disadvantages of each type.

Grade Level:

EFL students in secondary school and college level

Key concepts/Vocabulary:

hypothetical	balance	branch	executive
judicial	legislate	legislative	division
representative	separate	Congress	establish
interpret	take over	the Senate	
the House of Representatives		the Supreme Court	
article--part of Constitution			

Involving students' background, interests, and prior knowledge:

Group discussion:

- Why do you think the Constitution divided the government into 3 branches? (Present the pictures of relevant branches.)
- Who do you think makes up the executive branch?
- Why do you think there are so many people in the legislative branch?
- What do you think the members of the judicial branch do?

Teaching with variety:

- Verbal input:** Give the hypothetical situation and encourage group discussion
- Explain briefly about how the three branches share the power
- Provide the first three articles and

let students discuss how they describe the basic functions of each branch

Visuals: Pictures, photos and postcards of the three branches (brought by the teacher and students)

Demonstrations: Discussion about the division of power and actual vote

Responding to diversity with a rang of activities:

Activities:

Cooperative learning groups: Vote for "good" or "bad" concerning the division of power, giving three supportive reasons and announce them in class. Then vote again and reflect on whether others' opinions have changed their mind or not. Compare the results of both "opinion polls."

Writing Center: Work in groups, discuss and finish the given beginning statement related to the federal government. Then share their answers in class and post them on the wall.

The legislative branch of the federal government is made up of ...

The executive branch consists of ...

The judicial branch includes ...

There are three branches of government because ...

The Constitution of the United States is ...

If I were president of the United States, I would ...

The writers of the Constitution were ...

Take home: Find relevant news reports about the three branches; work in groups and place them properly on the poster which has large overlapping circles labeled "Legislative," "Executive," and "Judicial."

Assessing progress and replanning:

Flip cards with questions about three branches

Lesson Plan Five
Legislative Branch: One Congress -- Two Houses
Teaching Focus

Begin the class by reminding the students that the writers of the Constitution were representatives sent by their states. At the time, there was a fear that government would take away the rights of states and that large (populous) states would rule over smaller states.

Ask the students if they think it is fair for a state with a small population to have as much power as a state with a large population (e.g., "Should a small state such as New Hampshire, which has only about 1 million people, have the same power as a large state like California, with 30 million people?") Then ask if they think it is fair for smaller states not to be equally represented because of their size (e.g., "Should large states always get their way?").

Ask the students how the problem of fairly representing all the people in every state could be solved.

Explain that the writers of the Constitution debated this problem for several weeks. There were huge arguments between delegates from the larger and smaller states, mainly about how their states would be represented. What they finally agreed on was a national Congress whose members would represent the individual states and would have the power to make laws. They further decided to separate the Congress into a House of Representatives (with the number of members from each state based on population) and a Senate (each state has two senators, regardless of the state's population).

Distribute Focus Sheet 1.5. Point out the Capitol building and explain that the Senate and the House of Representatives meet at opposite ends of this building in Washington, D.C. Point to the appropriate parts of the Focus Sheet as you discuss these bodies of Congress.

Continue by explaining that the major job of Congress (the legislative branch of the federal government) is to make laws that will help the country. Each branch of Congress proposes laws (creates bills) that must be approved by the other branch before being given to the resident for approval. If one branch of Congress does not approve a bill, it will not become law. Congress also has other important duties. For example, it can declare war,

establish post offices, collect taxes, spend money, and borrow money to run the government.

Lesson Plan Five

Legislative Branch: One Congress -- Two Houses

Objectives:

To distinguish between the Senate and House of Representatives by answering questions about Congress

Theme:

This lesson is designed to help students learn more about the two houses of Congress. After this lesson students should be able to understand the structural difference between the Senate and the House of Representatives and their different responsibilities.

Grade Level:

EFL students in secondary school and college level

Key concepts/Vocabulary:

Congress House of Representatives Senate
Senator populous
population regardless appropriate propose
approval New Hampshire

Involving students' background, interests, and prior knowledge:

Questions and answers in groups:

Do you think a senator should discuss a new law with people before deciding on it? Why or why not?

How do you think members of the Senate and members of the House of Representatives are alike? (Present the pictures with two groups on them.)

Teaching with variety:

Verbal input: Summarize the history of the original establishment of the House of Representatives and the Senate
Explain the responsibilities of the Congress with the focus sheet
Read aloud the 10 questions on the writing paper

Visuals: Pictures, focus sheet

Responding to diversity with a range of activities:

Activities: Cooperative group discussion and writing:

Distribute writing paper with the ten questions and have students

Discuss each question and then
write their answer on the paper.
After class post one copy with the
right answers on the wall.

Questions on the writing paper:

1. Which body of Congress is based on state population?
(House of Representatives)
2. Which body of Congress has 2 members from each state?
(Senate)
3. What do you think is the major duty of Congress? (Make laws)
4. Name another duty of Congress (Declare war, collect taxes, spend money, or borrow money).
5. How long is a senator's term of office? (6 years)
6. How long is the term of office for a member of the House of Representatives? (2 years)
7. What is the age requirement for senators? (minimum age: 25)
9. Do members of Congress have to be citizens of the United States? (yes; at least seven years for the House and nine years for the Senate)
10. Must members of Congress have been born in the United States? (no)

Take home: Students will research their research on native country's government and find out how it is structured and how its components function. Create oral or written reports to be shared with the entire group

Assessing progress and replanning:

Have each group create a facts sheet to assess their mastery and understanding.

Lesson Plan Six
Executive and Judicial Branches: Shared Power
Teaching Focus

Present the pictures of the American government buildings and explain that each branch of the federal government has its own building in Washington, D.C., the nation's capital. Explain the meaning of the word "Capitol" -- The city where a state or nation's government is based is its capital; the Capitol is the building that houses the U.S. Congress.)

Point at the legislative branch in the pictures and review with students what they have learned about this branch. Then point to the executive and judicial branches and tell the students that in this lesson they will learn more about these branches.

Remind the students that the legislative branch, or Congress, passes laws that are then sent to the president for approval. Ask them what they think happens if the president does not like a bill and refuses to approve (sign) it.

Explain that if the president vetoes, or refuses to sign, a bill it goes back to Congress. Congress can then rewrite the bill, making changes suggested by the president, or vote again on the original bill. If two-thirds of the members of both houses of Congress vote for the bill, it will become law even without presidential approval.

Explain that approving or vetoing bills is one important duty of the president. Ask the students to name other presidential duties.

Point out the Supreme Court on the pictures. Explain that it is made up of nine judges, called justices, who are appointed by the president but must be approved by the Senate. The Supreme Court is the highest court in the United States. Its decisions are final, since there is no higher court, and they apply to the entire country.

Remind the students that the major job of the Supreme Court is to interpret the law. A law or court decision may be challenged if people think it does not follow the ideas in the Constitution. The Supreme Court then decides whether or not it matches the Constitution and is a good law.

Distribute Focus Sheet 1.6 and point out that it includes information about the executive and judicial branches of government.

Review the information on the Focus Sheet. Then have the students take out Focus Sheet 1.5 (from Lesson 5) and place it beside Focus Sheet 1.6. Lead the students in comparing these three branches.

Example

Who is included in the legislative branch of the government/the executive branch/the judicial branch?

What are the major duties of each branch?

What are the basic qualifications for a senator/president/vice-president/a Supreme Court justice?

How do members of Congress/the president/a Supreme Court justice get their jobs?

What is the term of office for a senator/member of the House/president/a Supreme Court justice?

How so the three branches of government work together?

How is power shared by the three branches of government?

Lesson Plan Six
Executive and Judicial Branches: Shared Power
Teaching Focus

Objectives:

To compare the three branches of the federal government by using them as a theme for a collage or poster

Theme:

This lesson is designed to help students review and compare the three branches of the federal government so that they may have a better understanding about the functions of these branches, especially the executive and judicial branches.

Grade Level:

EFL students in secondary school and college level

Key concepts/Vocabulary:

Capitol	justice	Supreme	Court
veto	executive	judicial	original
presidential	duty	qualification	term of office

Involving students' background, interests, and prior knowledge:

Group questions and answers:

Why do you think the offices for all 3 branches of government are located in Washington, D.C., the capital of the United States?

Why do you think the U.S. Supreme Court has nine judges?

What special abilities do you think a supreme Court judge, or justice, should have?

If you could veto, or refuse to approve, any of our school/college rules, which rule would you veto? Why?

Teaching with variety:

Verbal input: Explain the jobs of the executive branch and judicial branch

Visuals: Formerly used pictures and cards

Responding to diversity with a range of activities:

Activities: Cooperative group task: Divide the students into 2 big groups, each consists of three subgroups. Assign the two groups to create a group collage or poster on American government and Chinese government. Within each group the subgroups are assigned as one of the branches of government. Encourage the students to think

creatively, including items such as duties, members' qualifications, term of office, and so on. When the groups have finished, ask them to share their work with the entire class. Encourage the other students to make positive comments and, if they can, to state additional information about each branch.

Take home: Group project: American government in
our eyes

Assessing progress and replanning:

Compile a wall newspaper under the title of American Government

Focus Sheet 1.1

Name _____

We the people of the United States, _____

in order to form a more perfect union, _____

establish justice, _____

insure domestic tranquillity, _____

provide for the common defense, _____

promote the general welfare, _____

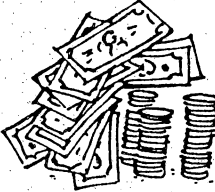
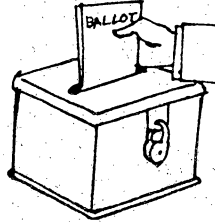
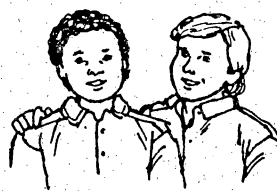


and secure the blessings of liberty to ourselves and our
posterity, _____

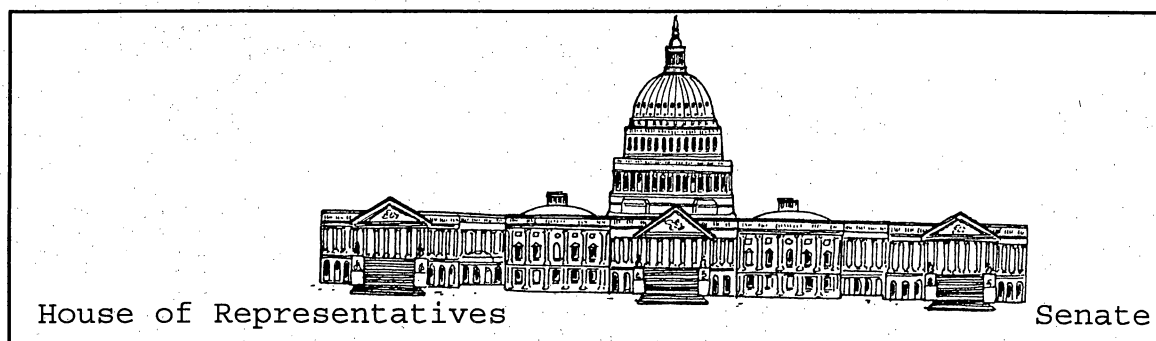
do ordain and establish this Constitution for the United
States of America. _____

Santillana Publishing Co., Inc., 1992, p. 38

Five more amendments: 13, 15, 16, 19, and 25

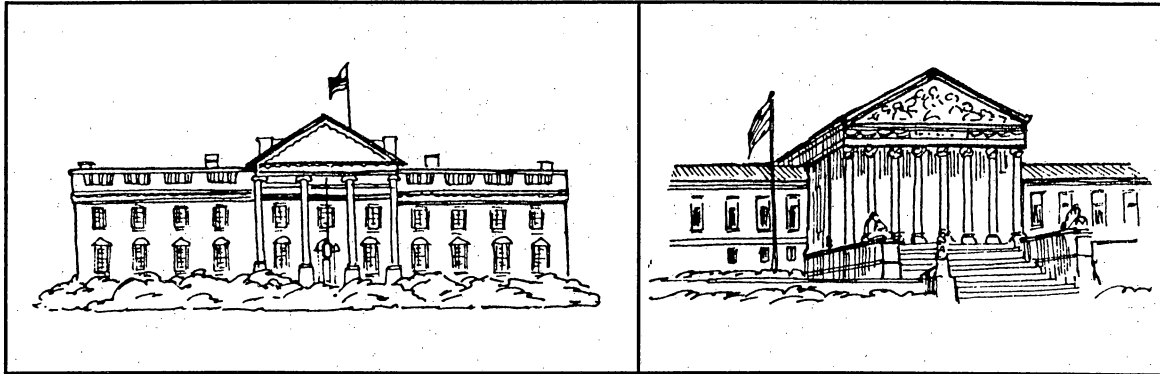
Opinion

 <p>Order: _____</p>	<p>Income tax: This amendment gave Congress the power to collect tax on incomes, the money that people earn. It was amendment number _____, added in the year _____.</p>
 <p>Order: _____</p>	<p>All men given right to vote: NO citizen can be kept from voting because of race or skin color. This was amendment number _____, added in the year _____.</p>
 <p>Order: _____</p>	<p>Slavery abolished: This amendment ended slavery in the United States. It was amendment number _____, added in the year _____.</p>
 <p>Order: _____</p>	<p>Women given right to vote: Until this amendment was passed, women were not allowed to vote. It was amendment number _____, added in the year _____.</p>
 <p>Order: _____</p>	<p>Vice-president becomes acting president: When the president of the United States dies or can no longer do the job, the vice-president takes over the duties of the president. This was amendment _____, passed in the year _____.</p>



Legislative Branch: Congress

	Senate	House of Representatives
How many?	100 (2 from each state)	435 (number from each state based on population; all states have at least 1)
How are they chosen?	Elected by voters of entire state	Elected by voters in specific geographic areas (districts) of state
term of office	6 years	2 years
Age requirement	30 years	25 years
Citizen ship	U.S. citizen for at least 9 years	U.S. citizen for at least 7 years
Who leads them?	Vice-president of U.S. serves as president of Senate, but doesn't vote except to break a tie	Members select a Speaker of the House



Executive Branch

Judicial Branch

Executive Branch

Judicial Branch

How many?	1 president, 1 vice-president, thousands of workers in federal agencies	9 justices (judges), plus many other judges and staff in district courts
How are they chosen?	President and Vice President are elected by voters from entire U.S.; federal staff is appointed	Selected by the president; must be approved by the senate
Term of office	President and Vice President: 4 years	Supreme Court justices are appointed for life
Age requirement	President and Vice President: 35 years	None specified
Citizenship requirement	Born in United States	None specified
Who leads them	President	Chief Justice of the Supreme Court

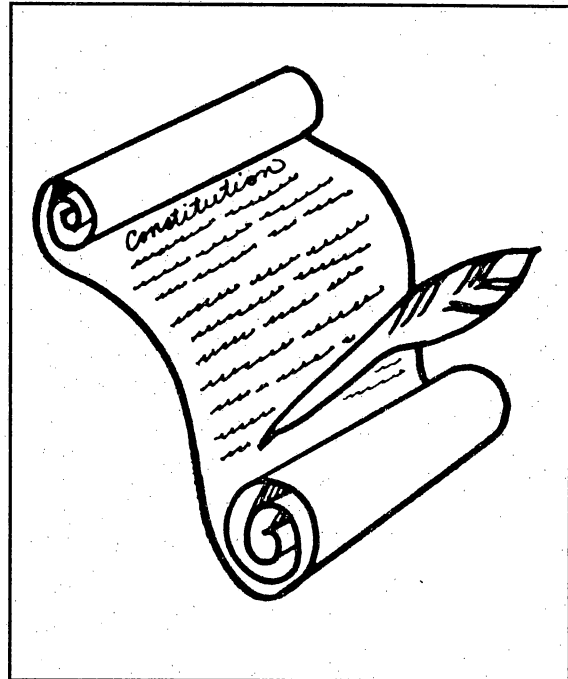
Work Sheet 1.1

Name _____

Constitutional Terms

What do these words from the Constitution mean?

Write your definition for each word.



Justice: _____

Tranquility: _____

Posterity: _____

Select one word above and write its dictionary definition.

Word: _____

Definition: _____

Santillana Publishing Co., Inc., 1992, p. 31

Work Sheet 1.2

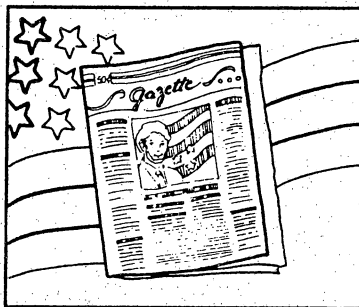
Name _____

Important Rights

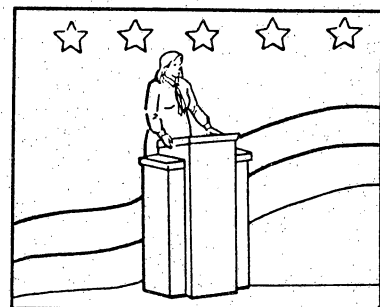
Which of the rights guaranteed by the First Amendment to the Constitution do you think is the most important? Write your answer. Then write 3 reasons for your choice.



Freedom of
Religion



Freedom of
Speech and Press



Freedom of
Assembly

The most important right is: _____

Reason 1: _____

Reason 2: _____

Reason 3: _____

Write the names of someone who agree with your choice.

Work Sheet 1.3

Name _____

Let's Vote!

With your partner, identify the 5 best arguments for and against children under 18 having the right to vote. Write your reason.

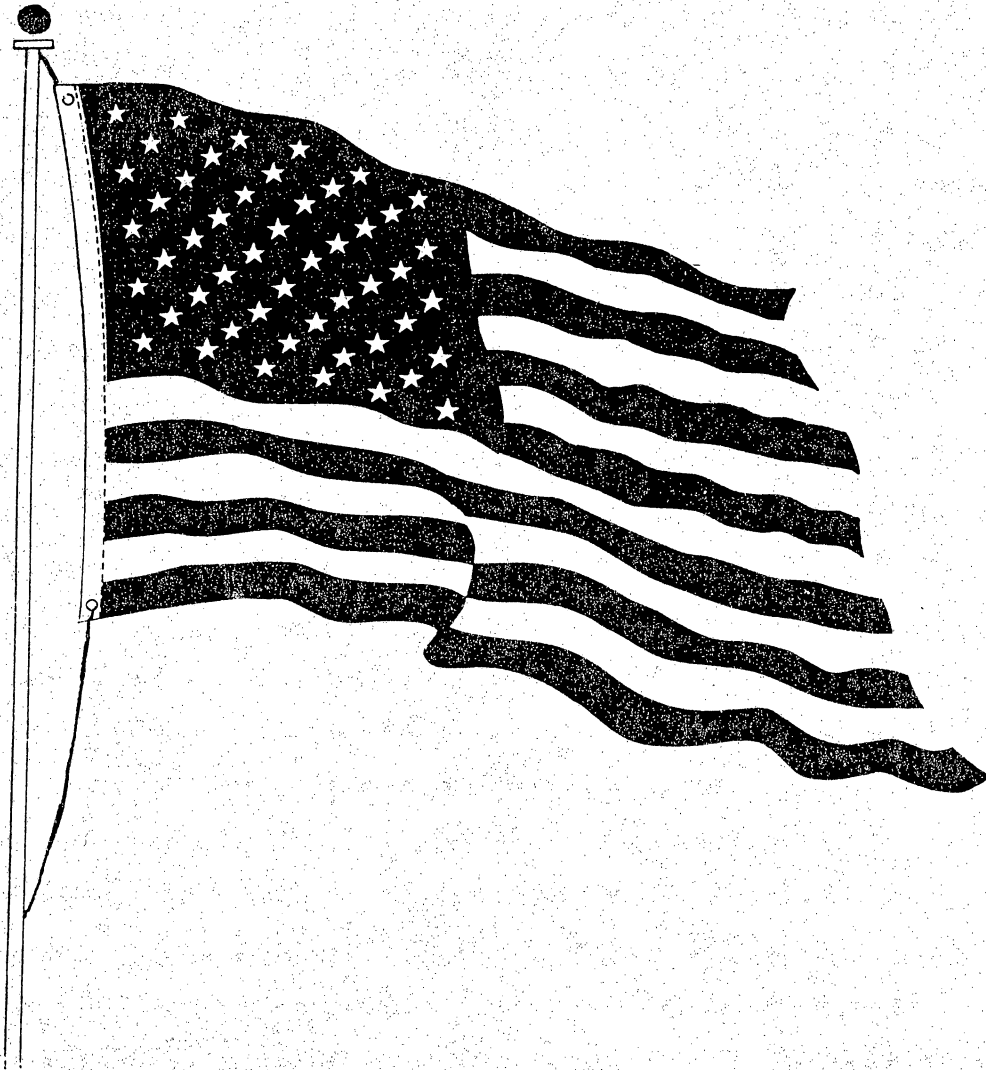
Children should have the right to vote	Children should not have the right to vote
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____
4. _____ _____	4. _____ _____
5. _____ _____	5. _____ _____

What is your opinion? (Circle your answer.)

Children **should** or **should not** have the right to vote.

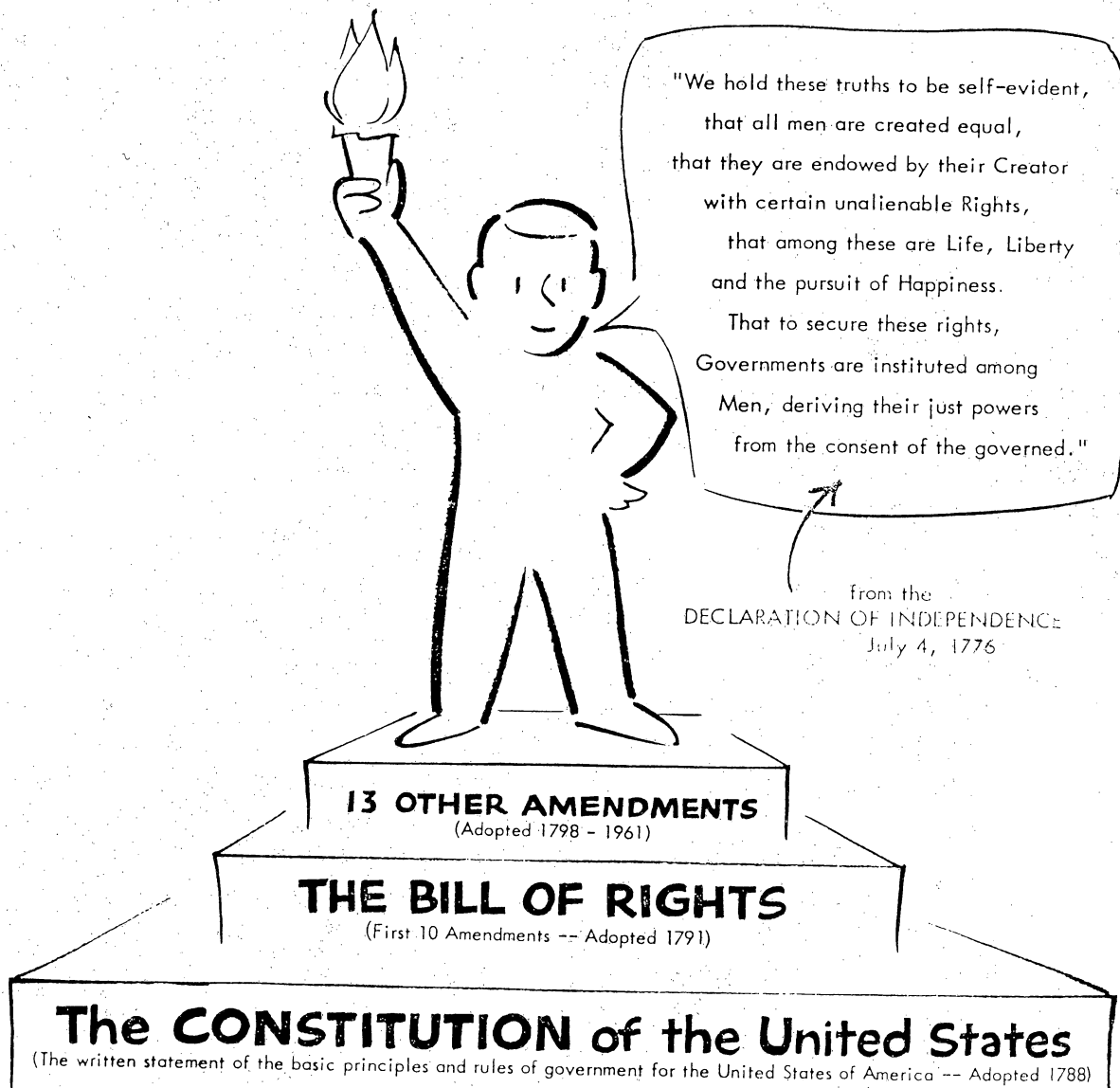
Santillana Publishing Co., Inc., 1992, p. 33

Poster Sheet

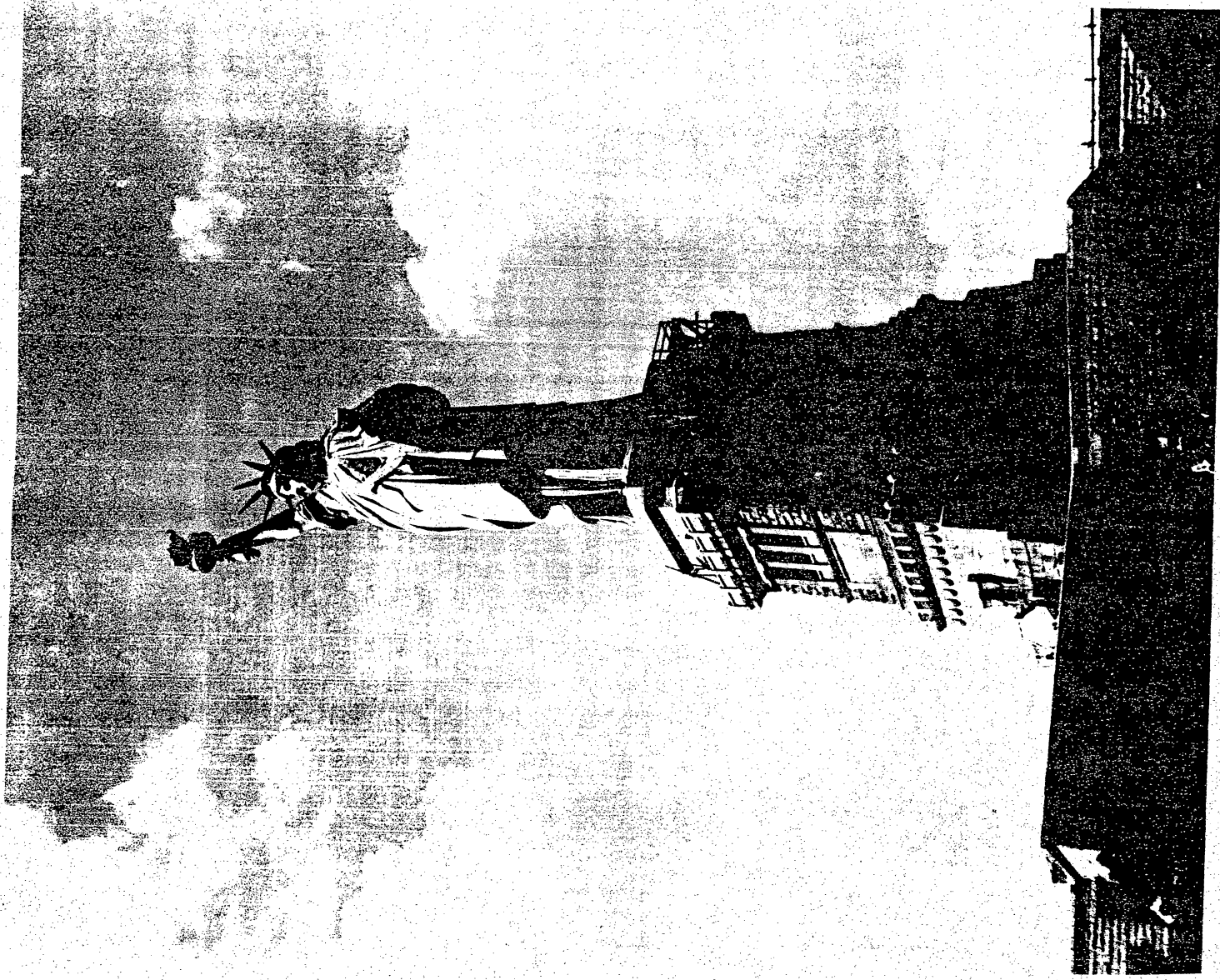


*“Long may it wave o’er the land of
the free and the home of the brave”*

In America,
the **CONSTITUTION** is the foundation of
INDIVIDUAL FREEDOM!

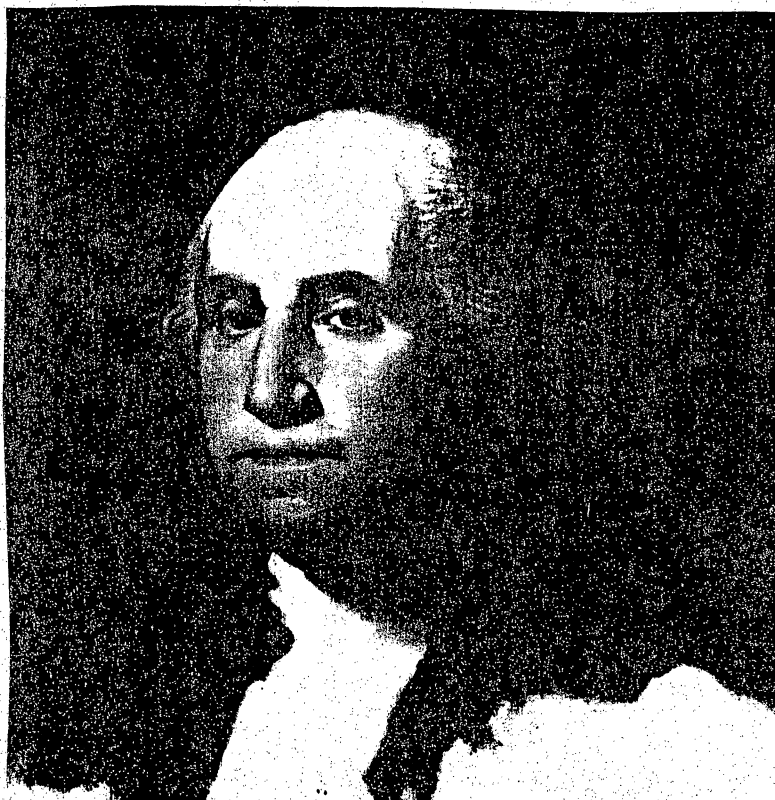


Poster Sheet



The Statue of Liberty

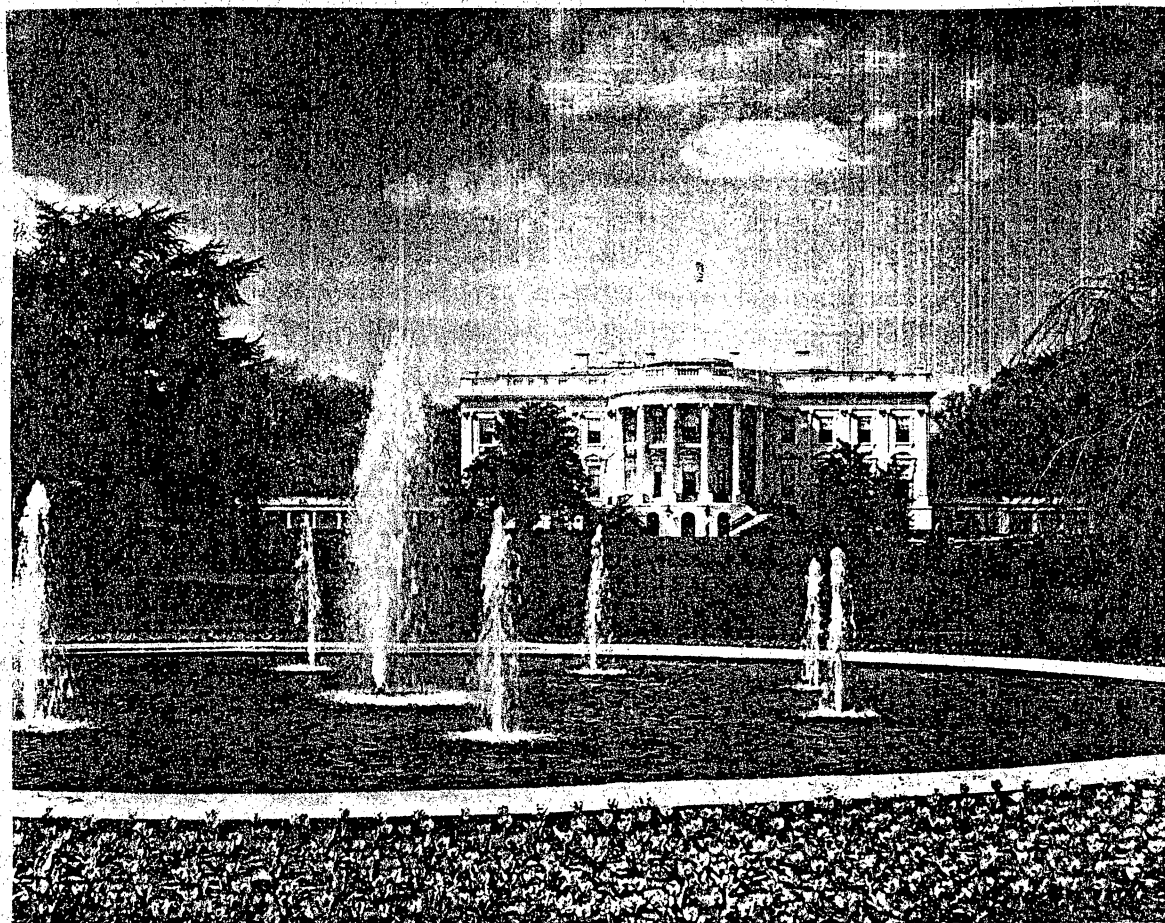
Poster Sheet



From the portrait by Gilbert Stuart

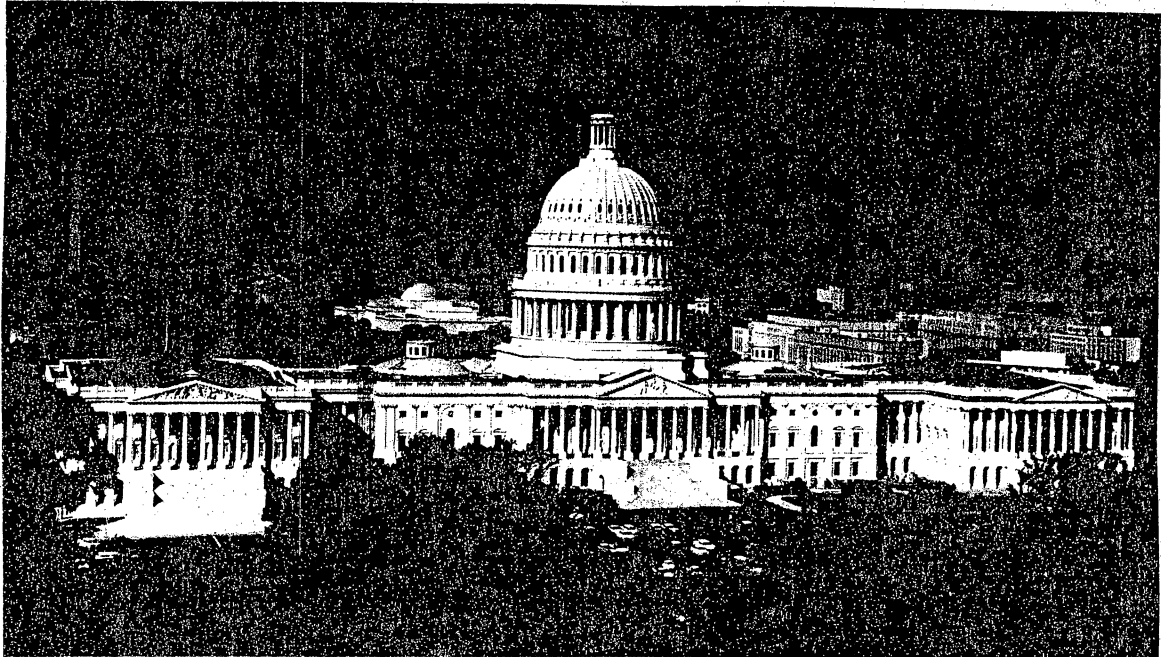
George Washington, First President of the United States

Poster Sheet



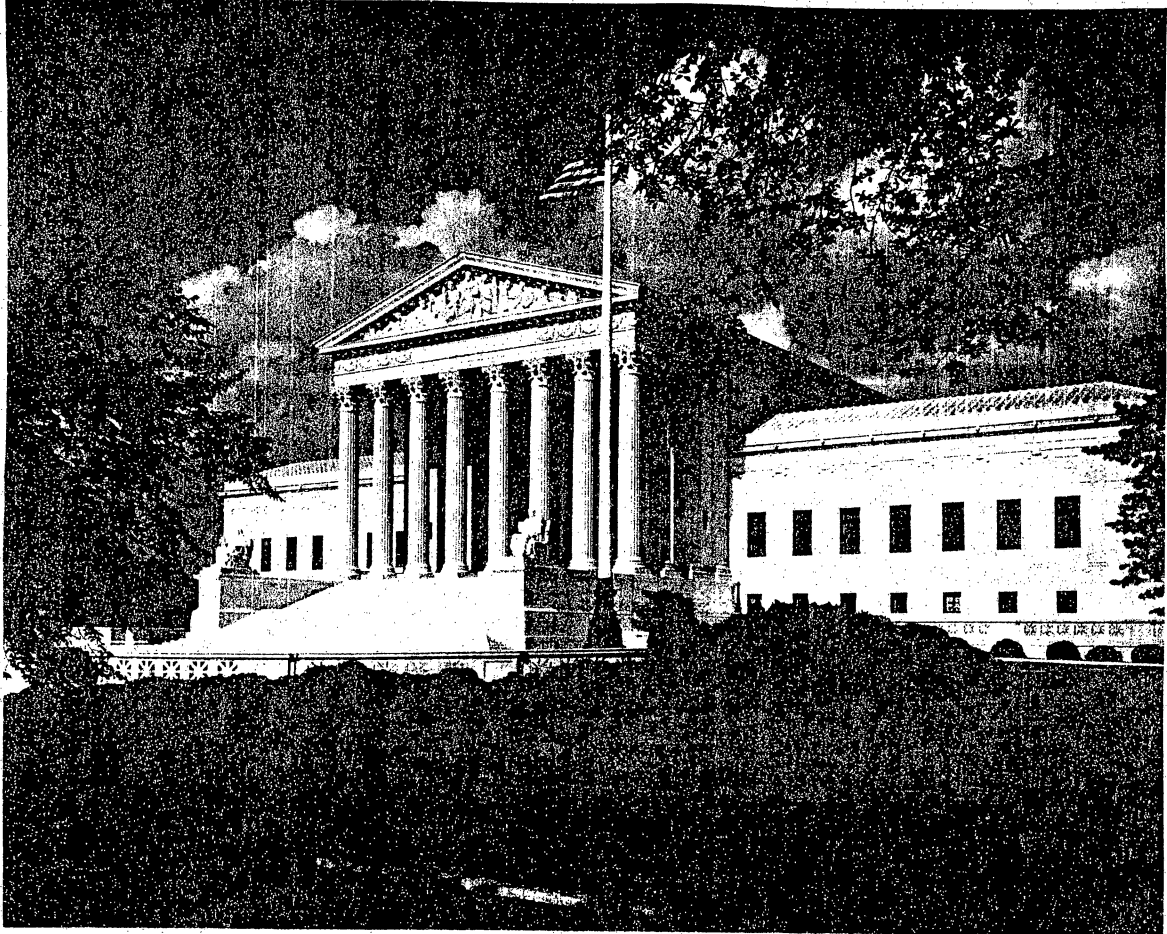
The White House

Poster Sheet



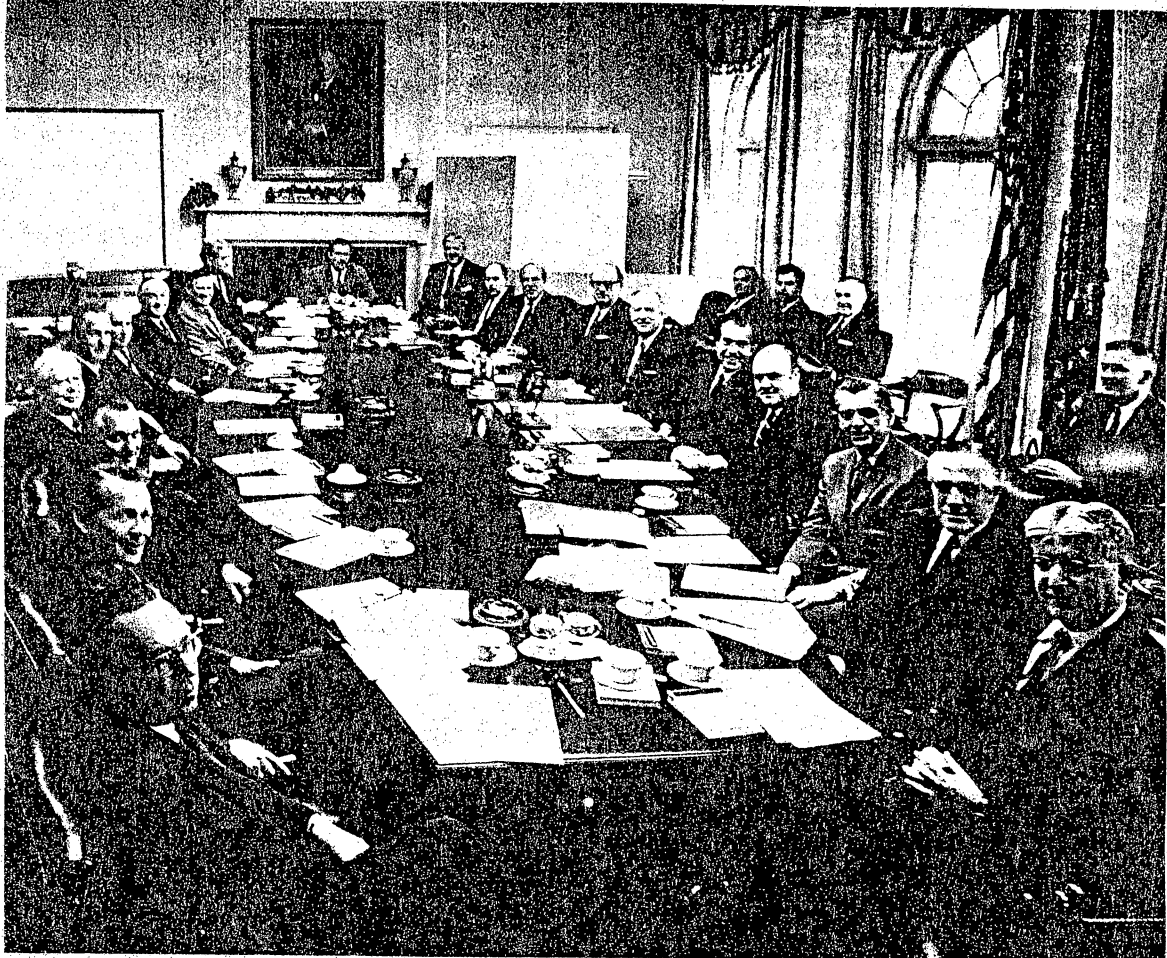
The United States Capitol

Poster Sheet



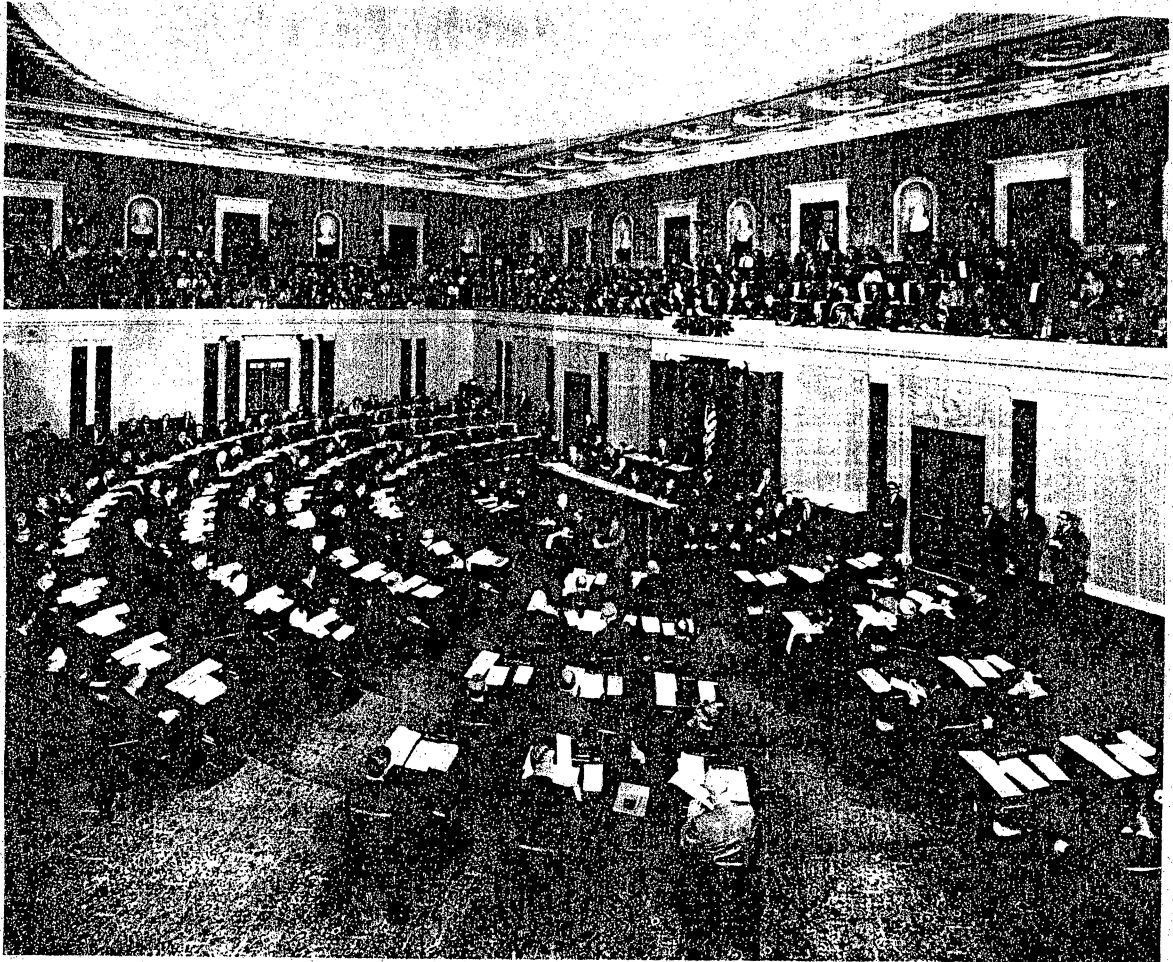
The Supreme Court of the United States

Poster Sheet



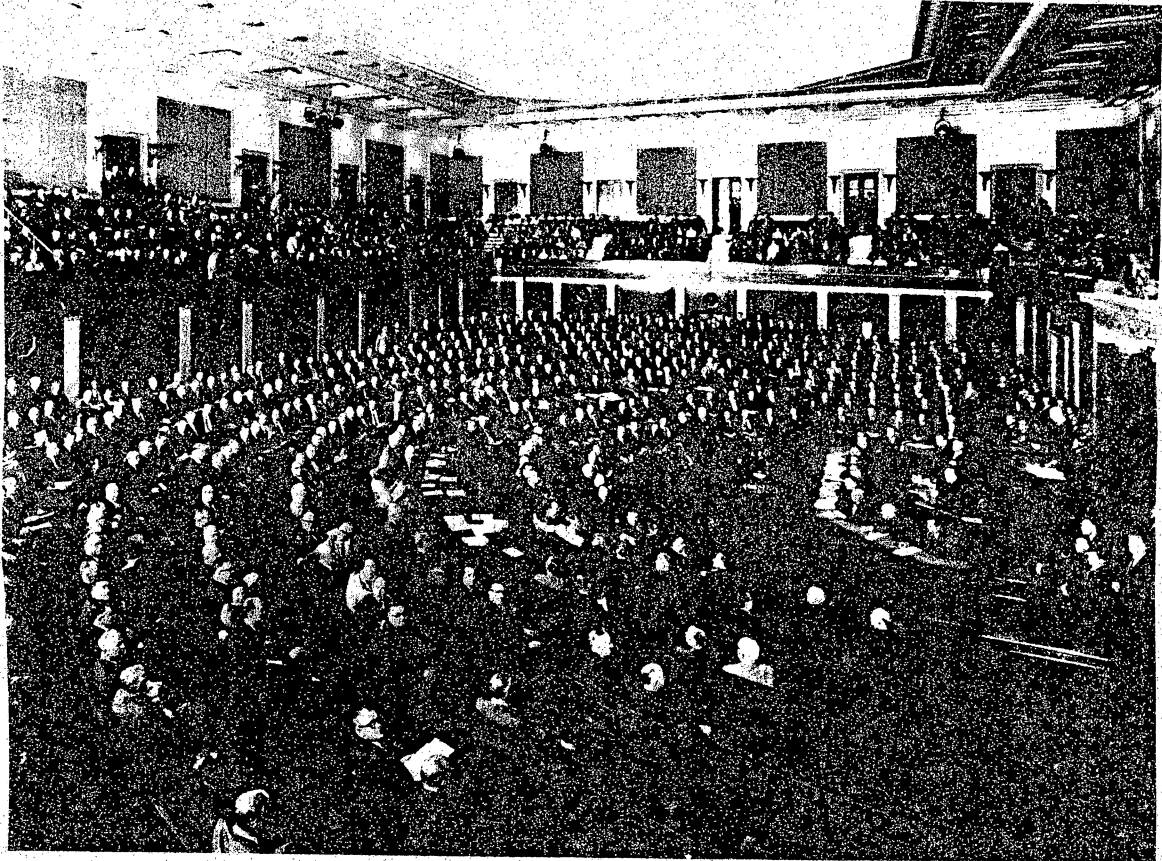
The President's Cabinet and Other Advisers

Poster Sheet



The Senate in Session

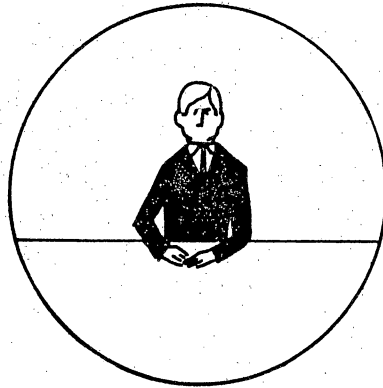
Poster Sheet



The House of Representatives in Session

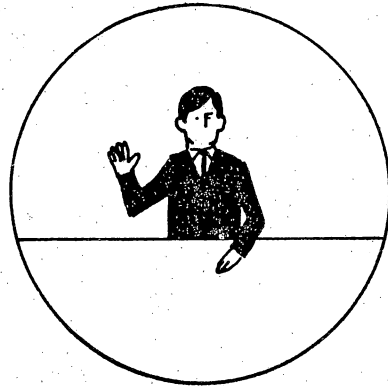
Poster Sheet

CONGRESS



House of Representatives

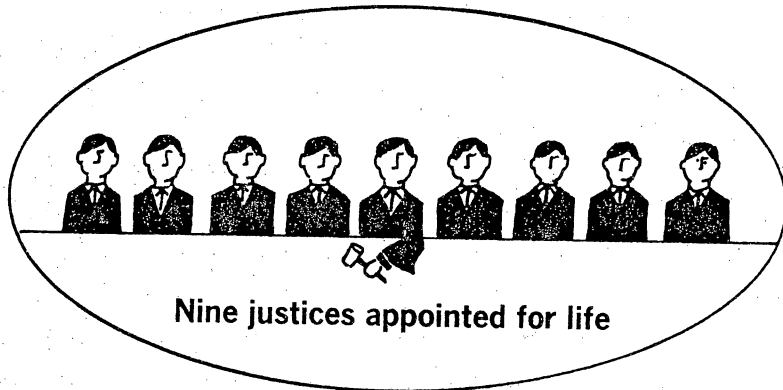
435 members elected
from states according
to population



Senate

100 members — two
elected from each state

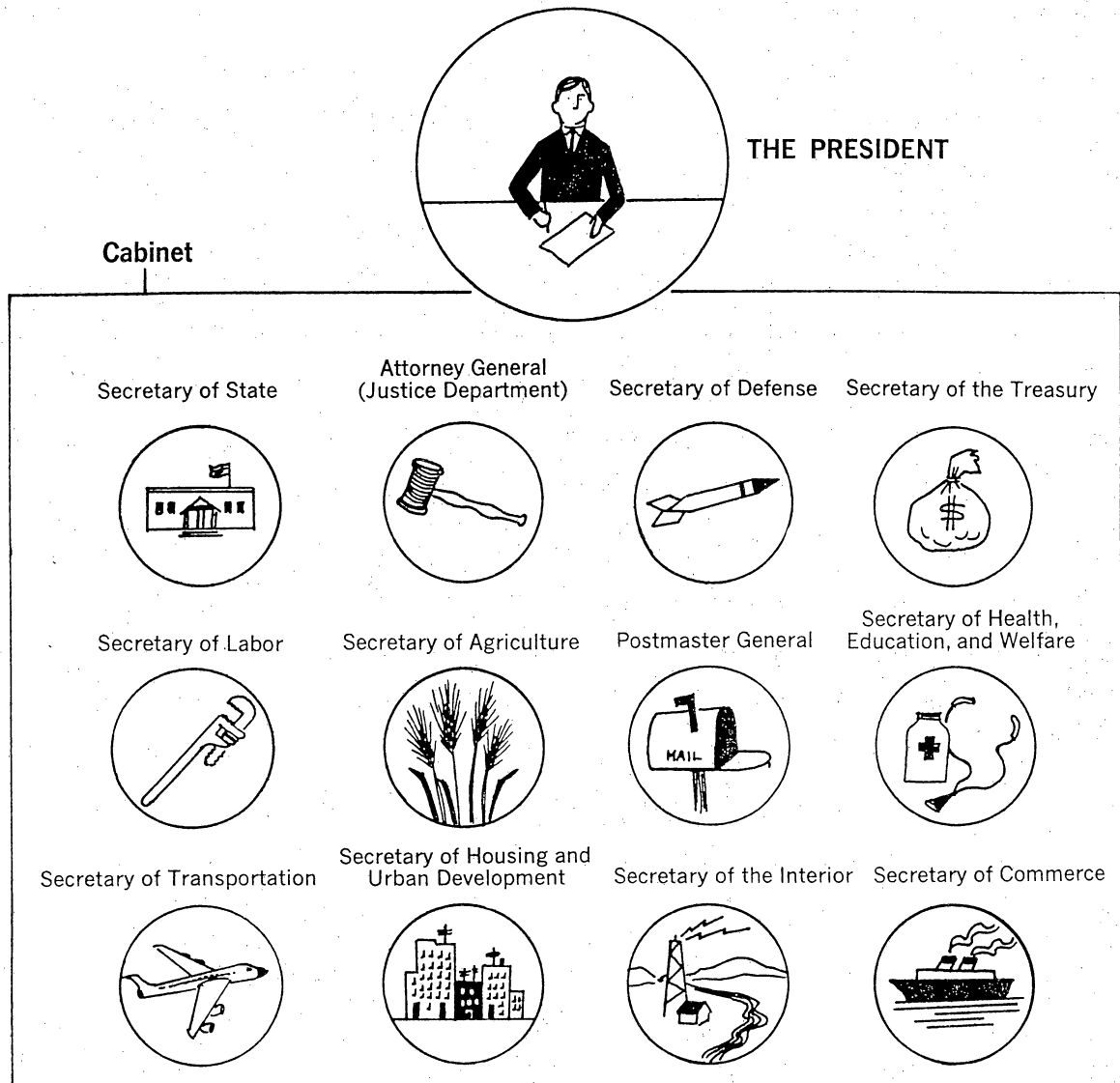
SUPREME COURT



Nine justices appointed for life

Lower Courts

Poster Sheet



UNIT TWO
ETHNIC GROUPS
A CROSSCULTURAL UNIT FOR EFL STUDENTS

Goal: This unit is designed to help students improve their oral and written English, broaden their vocabulary, and acquire background knowledge about ethnic groups in the United States and compare them with Chinese ethnic groups. This study should help students learn about other ethnic groups' cultural background and be able to appreciate it.

Level: EFL students in secondary schools and college level

Content:

Lesson Plan One	Overview -- Ethnic Groups in China
Lesson Plan Two	Overview -- A Melting Pot or a Salad Bowl? -- ethnic Groups in the United States
Lesson Plan Three	Cooperative Learning Group Reports -- Willing and Unwilling Immigrants
Lesson Plan Four	One Group in Particular -- Mexican-Americans in the United States
Lesson Plan Five	The Statue of Liberty
Lesson Plan Six	Comparison of Ethnic Groups in China and in the United states

Lesson Plan One
Ethnic Groups in China
Teaching Focus

The People's Republic of China is a multinational country consisting of 56 ethnic groups. Han people are the majority, consisting of 93% of the whole population. The remaining 55 national minorities vary in population, some being very small, others as large as a small country in Europe. There are 157 autonomous administrative districts, which were set up for the 100 million minorities. These districts make up 64.3 percent of the nation's territory. Some of the ethnic groups live in the west of China in autonomous regions while others are distributed all over the country. Some still keep their own individual language, culture and custom while others have mixed up with the majority, Han people. Lesson Plan One is designed to help students master some new vocabulary and concepts about ethnic groups in English and lay a solid language foundation. By reviewing the ethnic groups in China, students can apply the new vocabulary and concepts to their existent knowledge about Chinese minorities. This can facilitate students' learning of the new words and concepts. They can also get a general idea about ethnic groups in China. With this knowledge students can feel that their future study about ethnic groups in the United States is more interesting and relevant.

Lesson Plan One
Overview -- Ethnic Groups In China

Objectives:

- To learn new vocabulary about ethnic groups
- To master new concepts
- To learn the general knowledge about ethnic groups in China and identify them from following aspects:
population, residence, history and culture

Theme:

Learning about Chinese ethnic groups may help students become familiar with the key concepts and vocabulary about ethnic groups. It can help them learn about ethnic groups in the United States and make comparisons.

Grade Level:

EFL students in secondary school and college level

Key concepts/Vocabulary:

ethnic group	multinational	majority
minority	autonomous administrative district	
territory	distribute	mainstream
tribe	residence	culture harmony
background	population	folk art
economic	political	status
cultural amalgamation		
cultural assimilation		

Involving students' background, interests, and prior knowledge:

Talking about students' own ethnic identity

Sharing students' knowledge about ethnic groups in China: population, distribution, economy, history, culture, custom, religion, language, clothes, famous people, etc.

Who knows: How many ethnic groups are there in China?

What are they?

Where do they live?

What are the five major ethnic groups?

What are typical features of their culture?

Who can: Speak one of their languages?

Write down one word of a language?

Sing a song of an ethnic group?

Name one famous person of an ethnic group?

Tell class a well-known folklore of an ethnic group?

Identify the ethnic groups by their traditional clothes?

Teaching with variety:

Verbal input: Summarizing the reading materials about ethnic groups in China

Visuals: Showing pictures with all the ethnic group representatives in their traditional clothes
Sharing pictures, cards with ethnic groups images
Showing art and crafts that have been brought to class by the students
Showing pictures of traditional dances

Demonstrations: Watching video tapes about Mao ethnic group's Bamboo Dance and demonstrating

Materials needed: Pictures, cards, art crafts, music tapes, video tapes, bamboo poles

Responding to diversity with a range of activities:

Activities: Students will work in cooperative learning groups (Each group consists of four people). Each group can choose one different topic (history, culture, art, music, language, custom, traditional clothes, economic and political status, etc.) To talk about the background of ethnic groups and discuss the relationship between the majority and minorities. At the end each group gives a report of its discussion to the whole class.

Take home:

1. Interview one person who is from an ethnic group; or do a research project on a specific topic or general background of one ethnic group.
2. Give a presentation to class next time.

Assessing progress and replanning:

Prepare some cards with questions about key concepts and vocabulary on them; each group is assigned one card to answer the questions on it.

Lesson Plan Two

A Melting Pot or a Salad Bowl?

Teaching Focus

The United States has been known as the "melting pot" of the world, which means that the ethnic groups have lost their unique self identity, culture and heritage. They have contributed greatly to the development of what is no longer Anglo-Saxon but American culture. Over 21 million African-Americans, 6 million Mexicans, 800,000 Indians, 600,000 Japanese, 250,000 Chinese, and more than two million Puerto Ricans contribute an important segment of America's population -- and their members are expanding.

All these different groups of people are Americans. They all brought their own culture to the United States. They brought many different customs, languages, religions, foods, and ways of living. Each group brought its own music and art. The culture of every group has become part of the United States.

Ask students to think what happened when all these cultures met in the United States. Ask, "Has China become a melting pot? Or is the United States a country of many cultures? Instead of a melting pot, is the United States more like a salad bowl? Why do you think some people use the term salad bowl to describe cultures in the United States?"

Explain to students that there are two different perceptions of culture in the United States. To some, the United States is a "melting pot." According to this view, immigrant groups come to this country, drop their old ways, take on new ones, and thus are melted into one national culture. To others, the United States is a "salad bowl." According to this view, immigrant groups come here, but they maintain much of the culture they left. In this way, they remain somewhat separate even as they are mixed together with other groups, rather like the separate ingredients of a salad.

It is important for students to know this background. Lesson Plan Two is designed to help students learn about ethnic groups in the United States. Based on vocabulary and concepts learned in previous lesson, students should be able to understand the content and learn more about this immigration-rich country.

A full list of American holidays:

NATIONAL HOLIDAYS

New Year's Day	January 1
Washington's Birthday	Third Monday in February
Memorial Day	Last Monday in May
Independence Day	July 4
Labor Day	First Monday in September
Columbus Day	Second Monday in October
Veterans Day	November 11
Thanksgiving	Fourth Thursday in November
Christmas	December 25

TRADITIONAL CELEBRATIONS

St. Valentine's Day	February 14
St. Patrick's Day	March 17
Earth Day	March 21
April Fools' Day	April 1
Labor Day	Date set by states
Mother's Day	Second Sunday in May
Father's Day	Third Sunday in June
Flag Day	June 14
Halloween	October 31

Lesson Plan Two

Overview -- A Melting Pot or a Salad Bowl

Objectives:

To learn more about ethnic groups in the United States
To think critically about the term "Melting Pot" and
"Salad Bowl"

Theme:

This lesson is designed to help students learn more about ethnic groups in the United States. Students should be able to understand the diversity of a multi cultural society and the mainstream United States.

Grade Level:

EFL students in secondary school and college level

Key concepts/Vocabulary:

melting pot	salad bowl	Asian Americans
European American	Latino-American	African American
mainstream	Anglo-Saxon American	

Involving students' background, interests, and prior knowledge:

Short glimpse of movie *Uncle Tom's Cabin*
Talking about famous American minority heros,
novelist, scientist and politicians

Teaching with variety:

Verbal input: Summary of readings on ethnic groups in
the United States
Read aloud: poem -- *The House I live In*
Discussion about "Melting Pot" and
"Salad Bowl"

Visuals: Pictures, photos and cards
Map of the American population
composition

Responding to diversity with a range of activities:

Activities: Poem reading and analyzing
Class debate on the topic: Is the
United States of America a melting
Pot or salad bowl? (Students are
divided into two groups and take
sides on the topic.)

Take home: Group report:
Give examples that show the United
States has a shared culture
Give examples that show the United
States has elements of many

different cultures

Assessing progress and replanning:

Examples that show the United States has a shared culture: Americans share much of the same culture because they wear the same kinds of clothes and live in similar kinds of houses. They watch the same television shows and play the same games. They salute the same flag. They celebrate the same national holidays. One example is Independence Day, which celebrates the signing of the Declaration of Independence on July 4, 1776. What other national holidays can you name? (See the reference list in Teaching focus.)

Reading Material: Poem: The House I Live In

by Lewis Allan and Earl Robinson

Frank Sinatra made this song famous when he was a young man. He was a second-generation American. That is, he was born in the United States to immigrant parents. His mother and father, born in Italy, were first-generation Americans. Do you feel that first-generation and second-generation Americans might think more about the meaning of America than people whose families have lived here a long time?

Think about these questions as you read:

- What kinds of things seem most American to the writer of this song?
- What is America to you?
- What do you think America *could* be

The House I live in

What is America to me?
A name, a map, the flag I see;
A certain word, "Democracy."
What is America to me?

The house I live in,
A plot of earth, a street, the grocer and the butcher
And the people that I meet;
The children in the playground,
The faces that I see;
All races, all religions-
That's America to me.

The place I work in,
The worker at my side,
The little town or city
Where my people lived and died;
the "howdy" and the handshake,
The air of feeling free,
The right to speak my mind out-
That's America to me.

The things I see about me-
The big things and the small-
The little corner newsstand
And the house a mile tall;

The wedding and the churchyard,
The laughter and the tears,
The dream that's been agrowin'
For a hundred fifty years.

The town I live in-
The street, the house, the room-
The pavement of the city
Or a garden all in bloom,
The church, the school, the clubhouse,
The million lights I see;
But especially the people-
That's America to me.

The house I live in,
The friends that I have found,
The folks beyond the railroad
And the people all around,
The worker and the farmer,
The sailor on the sea,
The men who built this country-
That's America to me.

The house I live in,
My neighbors, white and black,
The people all around,
The worker and the farmer,
The sailor on the sea,
The men who built this country-
That's America to me.

The house I live in,
My neighbors, white and black,
The people who just came here,
Or from generations back,
The town hall and the soapbox,
The torch of Liberty,
A home for all God's children-
That's America to me.

The words of old Abe Lincoln,
Of Jefferson and Paine,
Of Washington and Jackson,

And the tasks that still remain;
The little bridge at Concord,
Where freedom's fight began,
Our Gettysburg and Midway,
And the story of Bataan;

The house I live in,
The goodness everywhere,
A land of wealth and beauty
With enough for all to share,
A house that we call Freedom,
The home of Liberty,
And a promise for tomorrow-
That's America to me.

Lesson Plan Three
Willing and Unwilling Immigrants
Teaching Focus

Lesson Plan Three is a cooperative study of ethnic groups. Groups will be assigned to give a report about willing and unwilling immigrants in the United States.

Write the word "Immigrant" on the chalkboard and tell students that you are going to give them some information to help them discover what the word immigrant means.

The Native Americans who were in North America in the 1400s and 1500s were born there. They are not called immigrants, and their children (also born there) are not immigrants either. This group is called Native Americans or American Indians.

But after Columbus and explorers found the New World, people came here from many different countries. These people were called immigrants. Many had children after they arrived. Their children, who were born in the New world, were not called immigrants.

Explain that immigrants came to America from many different reasons. Some for freedom (to live life the way they wanted), justice (to be treated fairly), and opportunity (to have a chance to learn, work, own homes and have enough food). Whatever the reason, they believed they would have a better life in this country than in the one they were leaving.

Tell students that one immigrant group came to America, not because they wanted to, but were forced. Ask students if they know who this group was. Remind them that they were slaves. These were unwilling immigrants.

The United States has recently received one other type of immigrant group: war refugees. These people have left their native countries because of war. They sometimes have no place to go and ask to come to this country. The United States has provided a home to many of these refugees.

The first groups of immigrants to come was a group of people who were unhappy living in Europe, because they were punished for not going to the church that their king wanted them to attend. They traveled to the New World on a ship called the Mayflower and were called "Pilgrims."

Ask students what problems the Pilgrims had. (Cold, hunger, disease, no houses, etc.) Ask them to think and discuss in groups why they still wanted to come.

Emphasize that although the New World was a place where many people came to find freedom, one group of people did not want to come but were brought here by force, and therefore lost their freedom. They were called slaves. Explain that many slaves were kidnaped from their homes in Africa and then forced to come to America and work.

Ask students what problems the slaves had. (Loss of freedom and family, new language, lack of food, cruel masters, etc.) Ask them how do they think these unwilling immigrants felt about coming and why. Ask them whether the immigrants from Africa felt the same about the new land as the immigrants from Europe or not, and why.

Lesson Plan Three
Cooperative Learning Group Reports
-- Willing and Unwilling Immigrants

Objectives:

- To study the difference between willing and unwilling immigrants through cooperative learning group
- To learn more about the first arrival of American ethnic groups

Theme:

This lesson is designed to improve students' interpersonal communicative competence through the cooperative learning group project. The oral and written reports can serve as speaking and writing exercises. The discussion can help students critical thinking about immigrant issues.

Grade Level:

EFL students in secondary school and college level

Key concepts/Vocabulary:

willing	unwilling	immigrant	Pilgrim
Native American		colonist	ancestor

Involving students' background, interests, and prior knowledge:

Talking about something you know about the ancestors of American ethnic groups

Teaching with variety:

Verbal input: Oral report about Group study
Discussion about the difference between willing and unwilling immigrants, and their experience in the new land

Visuals: Movie review -- *Uncle Tom's Cabin*

Responding to diversity with a range of activities:

Activities: Cooperative learning groups
Writing Center: Write an imaginary story about the initial experience of the willing and unwilling immigrants
Movie Theater

Take home: Readings about Mexican-Americans

Assessing progress and replanning:

Compile finished imaginary stories about willing and unwilling immigrants' experiences into a wall newspaper.

Lesson Plan Four
Mexican-Americans in the United States
Teaching focus

Lesson Plan Four will focus on one ethnic group -- Mexican-Americans in the United States. By learning about a specific ethnic group, students may have a general idea of the others and be motivated and interested in the future study. The Mexican-Americans are a unique people, with a distinctive history and culture. Today most Mexican-Americans live in the southwestern part of the United States. They also live in other states, such as Colorado, Illinois, and Michigan. Some of them have emigrated from Mexico to work on farms during and after World War II; some came for refuge during the Mexican Revolution of 1910; others are descended from families that have lived in the Southwest since the sixteenth century. While some Mexican-Americans maintain close ties with Mexico, others have little interest in the affairs of that nation. Some Mexican-Americans live where few, if any, people have a similar background. Furthermore, some Mexican-Americans speak only Spanish, some only English, and others a combination of the two languages. Despite the differences in attitude, background, and way of life, the members of the Mexican-American community are united by the proud heritage that they share. Anglo-Americans usually put most Mexican Americans into a single group and generally regard them as an inferior race. For their part, Mexican-Americans often believe they are members of a superior culture and they are more American than others because they were here first. Such feelings and the problem of more and more illegal Mexican immigrants have made it difficult for Mexican-Americans and Anglo-Americans to understand each other.

Lesson Plan Four
Mexican-Americans in the United States

Objectives:

- To study one ethnic group in the United States --
Mexican Americans in particular
- To think critically about political, economic,
cultural and immigrant issues pertaining to 1
Mexican-Americans
- To explore its relations with the mainstream Anglo-
Saxon group

Theme:

This lesson is designed to help students learn more about Mexican-Americans in the United States. It will facilitate students' learning about the current problems Mexican-Americans have with the government and help students understand Chicano culture. This will further their understanding of the American minorities.

Grade Level:

EFL students in secondary school and college level

Key concepts/Vocabulary:

Chicano	Colorado	Illinois	New Mexico
California	Michigan	maintain	superior
inferior	descent	Cesar Chavez	heritage

Involving students' background, interests, and prior knowledge:

Talking about historical knowledge students have
learnt in Chinese about Mexico

Teaching with variety:

Verbal input: Cooperative learning group study on
Mexican Americans
Discussion about its particular culture
and customs
Readings about the story of a Mexican
boy -- *From Mexico to California*
and *Cesar Chavez*

Visuals: Pictures, photos and cards
Map of the America

Demonstrations: Popular Mexican dance

Responding to diversity with a range of activities:

Activities: Cooperative learning groups
Compare Cesar Chavez with Ma Ben-Zhai
Dancing Club

Take home: Research on other ethnic groups in the

United States
Assessing progress and replanning:
Flip cards with questions on Mexican-Americans

Reading Materials:

From Mexico to California

Albert Reyes

This is the story of a young Mexican American as he described it to Sandra Weiner for her book called Small Hands, Big Hands. Albert tells his thoughts about his family and their life both in Mexico and California. His father likes California better because he can earn more money than in Mexico. Albert likes it better, too.

Think about these questions as you read:

- Why was story collected in the book *Small Hands, Big Hands*?
- Why did the Reyes family migrate to California?
- What problems does Albert's family have in California?
- Do the children in China work? Do you think children should work, as Albert and his brothers do?

From Mexico to California

My name is Albert Reyes and I am almost thirteen. I love working because that's my usual thing I have to do.

We come from Sonora, Mexico, to California in February. I go to school in Mexico but I learned English in the California school the first year we came here. That was six years ago. When I am in Mexico I study in Spanish and when I am in California I study in English and sometimes Spanish. Five or four of my eight bothers speak English, the rest are starting to. Now we go to Mexico only for vacation-here in the United States we do farm work. We have a house there but we just put the furniture in a safe place and let the house stand. I like it better in the United States but we have to get some rest so we go to Mexico. Last year we stayed in Mexico for seven months, but my father he only stayed one month and came back here to work. He says he makes better money here.

The things that I study in school in Mexico are a lot harder than it is here. Last year over there I was in the fourth grade and I come over here and I'm in the sixth. But I should have been in the seventh. Here we live in a farm

labor camp, not pretty but you get used to it. Over in Mexico there isn't a single car, just cheap buses that carry people around. Over here you have your own car. We went back by train last year, all ten of us with our television set.

Right now we're picking prunes. Before we picked apricots. For apricots you have to have a ladder and you must find a safe place to put the ladder, against a strong branch, so a weak branch won't push you, because when you pick apricots the ladder shouldn't get away from you. And you must pick as fast as you can, as though you're out of danger, because you might fall and break your leg or break your arm. I never fell but another boy once fell and he fell right into a bucket. I usually pick with one hand and hold on with the other or I'm afraid I might fall. Once you're used to it you can pick with two hands and your feet can do the holding of the ladder.

When I pick cucumbers the head man stands at the bin and when you get a pail full you have to empty it in the bin. I don't like to use gloves 'cause when it's hot the sweat gets into them and the little sticky hooks at the end of the cucumber get into them and when you try to take off the gloves your hands will hurt more. This year our boss paid twenty cents a bucket and for the extra big ones a bonus, half to the grower and half to us. To fill a ton you pick all day. It's very hard to pick a few tons and one day my father and brothers we picked three and we all had a bad backache all day.

When we earn money, first we try to pay our loan company. Right now we owe the company and to the hospital. For that trip to Mexico we got the money from the finance company. My father was sick a few months ago. He took some X-rays but they couldn't find anything. His back hurt and he couldn't work. After he got well he started work again. But slow. Maybe it was air in his back.

My mother usually does the housework and takes care of the baby brothers. When there is time she goes cutting apricots so you can lay them out and dry them. Three or two years ago my mother and my father made a bet on Charlie, second to the youngest; my father said it would be a boy and my mother said it would be a girl and my father won of course. My father has a very bad nerve. He gets pills for it but when he's happy he buys us anything. But when he get

mad it is not so good. Once he fought with my mother and he ran out of his nerve and lost his temper. He takes his belt off to us sometimes, but then he quickly puts it back.

Sometimes I just don't feel like working, but one call in the morning and I'm up. But I do love to drive that's for sure.

Reading Materials:

Cesar Chavez

Five million Chicanos, or Mexican-Americans know him as the leader of "la causa" -- the cause. His name is Cesar Chavez and he is the leader of Chicano farm workers of the Southwestern United States.

"The cause" for which he works is the improvement of conditions for his people. Many of the Chicanos are migrant workers in the farmlands. They move from state to state following the harvests. The migrant workers pick grapes, lettuce, cotton, and other farm products. They make very little money and are very poor. The migrant workers want higher wages, better homes, and good schools for their children. This is the "cause" for which Cesar Chavez leads them.

Chavez is no ordinary leader. He speaks plainly and dresses simply. Usually he wears dungarees, a plaid sport shirt, and scuffed shoes. He is able to lead because he has the confidence of the farm workers.

Cesar Chavez was born in Arizona in 1927. His parents were Mexican-American farm workers and he also worked in the fields. As a boy, he attended more than thirty different elementary schools because his family kept moving to follow the harvests in different states. He left school in the seventh grade but continued to study on his own. The boy who once could barely read and write is a self-educated man today.

After working as a migrant farm worker, Cesar Chavez served in the United States Navy. When he left the Navy, he decided to work to help his own people. Factory workers in America had long been organized into unions to improve their working conditions. Chavez felt the time had come for farm workers to follow the example of other workers.

It was no easy job to organize migrant farm workers. Some farm owners refused to deal with the farm union. Strikes, called huelgas by the Spanish-speaking Chicanos, had to be used by the workers. They stopped work until their demands were met. Throughout all the difficult times

Cesar Chavez stood for non-violence. He did not believe in threats or fights. Instead, he spoke to people and tried to win them to his side. Sometimes he used fasting to win sympathy for his people and their cause. Once he did not eat for twenty-five days.

Today, Cesar Chavez is more than the leader of "la causa" for Chicano farm workers. He is one of the great leaders of the entire American nation.

Lesson Plan Five
Statue of Liberty
Teaching Focus

Tell students that you are going to give clues that describe a very famous American landmark. Have students listen to all the clues before naming the landmark. Read the following:

I am a statue and am located in New York harbor. I am a symbol of freedom and liberty to all the people who have come to the United States in search of a new life. For many immigrants, I was their first view of their new country. I was a gift to the United States from the people of France, and was dedicated in 1886. Many children collected pennies to raise the money needed to build the base on which I sit. Who am I?

Let students find the Statue of Liberty on the poster. Explain that this is the landmark that was described. It has become a symbol of freedom and hope to the millions of immigrants who came to America looking for a better life. Point to the inscription on the statue's base. Write the following on the chalkboard and explain that it is part of the poem, written by Emma Lazarus, that is inscribed on the base:

"...give me your tired, your poor, Your huddled masses yearning to breathe free ... Send these, the homeless ... to me, I lift my lamp beside the golden door!"

Read the poem, having students repeat each line. Lead students in discussing and interpreting the meaning.

Lesson Plan Five

The Statue of Liberty

Objectives:

- To analyze and interpret the symbolic meaning of the Statue of Liberty and its inscription
- To think critically about the term "Liberty for all"

Theme:

This lesson is designed to help students learn more about the famous landmark of the United States -- Statue of Liberty. Through discussion and cooperative working students should be able to think critically about the meaning of liberty for all the people.

Grade Level:

EFL students in secondary school and college level

Key concepts/Vocabulary:

Statue of Liberty	dedicate	inscribe
inscription	huddled mass	yearn
breathe		

Involving students' background, interests, and prior knowledge:

Questions and answers in groups:

What do you think the words of this inscription say?

Why do you think the Statue of Liberty is a famous landmark?

What do you think it is a symbol of or represents?

What are some of the famous places or landmarks in the People's Republic of China? What are their symbolic meanings?

Teaching with variety:

Verbal input: Read the clues of the Statue of Liberty
Read aloud: the inscription on the base of the Statue of Liberty

Visuals: Pictures, photos and cards

Responding to diversity with a range of activities:

Activities: Inscription reading and interpreting of the meaning of a national symbol and poem

Take home: Cooperative group writing: Review the symbolic meaning of the statue and the inscription written by Emma Lazarus over 100 years ago. Ask students what an inscription written today should say to immigrants arriving

in the United States. Have students work in groups and write their own inscriptions.

Assessing progress and replanning:

Encourage all the groups to read their inscriptions in turn to the class. Display the class inscriptions on the wall depicting foreigners (Chinese students) viewing the Statute of Liberty.

Lesson Plan Six
Comparison of ethnic Groups in China and in the United States

Teaching Focus

Lesson Plan Six is designed to help students further their study of ethnic groups both in China and in the United States. In this lesson students are encouraged to compare the similarities and differences of ethnic groups both in China and in the United States. Students can also have a chance to voice their own opinions about the heated issues around ethnic groups in both countries. By doing so students can develop a deep understanding and get more specific information about ethnic groups. They can also get an opportunity to speak, write and think in English in order to convey their profound ideas. Students will work in groups and choose one of ethnic groups in China and in the United States. Venn diagrams will be provided for them to compare their differences and similarities. Finished diagrams will be put on the wallpaper in the classroom so the whole class can share them.

Lesson Plan Six
Comparison of ethnic Groups in China and in the United States

Objectives:

- To compare the ethnic groups in China and in the United States from different perspectives
- To think critically about the similarities and differences

Theme:

This lesson is designed to help students review and compare ethnic groups in China and in the United States. Students are expected to have a deep understanding of the ethnic groups and show respect for their culture.

Grade Level:

EFL students in secondary school and college level

Key concepts/Vocabulary:

Review of previous vocabulary

Involving students' background, interests, and prior knowledge:

Review of Hui ethnic groups, Mexican-Americans and other knowledge about ethnic groups

Teaching with variety:

Verbal input: Summary of ethnic groups in China and in the United States
Discussion about similarities and differences

Visuals: Venn diagrams
Formerly used pictures and cards

Responding to diversity with a range of activities:

Activities: Compare the ethnic groups in both countries
Fill in the Venn diagrams

Take home: Write a group paper:
Suppose you were the head of a country. What would you do with the immigrants and ethnic issues in your country?

Assessing progress and replanning:

Compile an information bulletin about ethnic groups both in China and the United States in collaborative groups.

Why They Came

Through the years, millions of people have immigrated to the United States. With your group members, write 3 reasons why you think the early immigrants came to this country.

Reason 1:

Reason 2:

Reason 3:

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Willing and Unwilling Immigrants

With your partner think of ways the willing and unwilling immigrants were alike and different. Write your responses in the diagram.

Willing Immigrants	Alike	Unwilling Immigrants

A Letter Home

You have just arrived in America. Write a letter to your friend in your home country. Describe your voyage and first few days in America.

[illegible]

Your Opinion

The Statue of Liberty means many different things to different people. What does it mean to you? Write your answer on the lines below.

Find one group who give different meanings and write down their reasons for their listings.

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